

Education in the shires awaits the outcome of next Thursday's local elections in the expectation that a good many heads will roll (see page 6). The Conservatives are defending seats won in the early days of 1977. Labour and the Liberals are poised to chalk up the mid-term gains which Opposition parties can always expect as the Government loses popularity in the country.

Two questions arise at the outset. The first is fundamental: does it matter for the schools which party wins locally? The answer must be that the spending patterns of Conservative-controlled authorities have certainly tended to conform more nearly to the wishes of the Conservative Environment Secretary than have those of Labour-controlled i.e.s. By instinct and on their track record, Labour councillors look more likely to defy the Government and maintain spending and staffing than the Conservatives. This will reinforce the scepticism of those who are already doubtful whether the Government will get the cuts they have budgeted for this year. If they postpone the announcement of the first round of compulsory teacher redundancies, they will also hasten the next confrontation with Mr Heseltine. Whether you think this is a Good Thing nationally will depend on your view of the national economic scene and the merits of Government policy. In the short term, Labour victories at the local elections will help shield the schools from the axe a little longer.

The second question concerns education as an issue in local elections: will local electors be swayed by what the present incumbents have done, or what the rival candidates promise to do in the future, about education (or any other local matter)? Or will the vote turn wholly and solely on the rise and fall of the national parties at Westminster? Of course there is no rule which applies everywhere, every time, so thank heavens, local politicians have to campaign as though their local policies really do matter. Everything suggests, however, that national swings are what will determine the results for the country as a whole. It will be an exceptional i.e.n.



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Cash and jobs at issue as counties prepare to spurn the Tories

where local policies cause candidates to win or lose against the trend. Such exceptions (like some of the Thameside results last time) deserve to be studied closely: would there were more of them. But realism suggests that the results in every county are already largely determined by what Mrs Thatcher and Sir Geoffrey Howe have done over the past two years.

Nobody could deny, however, that Mr Michael Heseltine is doing his best to generate genuine local political issues. He is determined to put the squeeze on local authorities which "overspend", and to do so by forcing them to put up the rates by bigger and bigger jumps. In effect he is saying: "I will give local people something local to vote about—the rates. Sooner or later they will vote to keep the rates down rather than simply turn out against the Government".

"This will be a battle of wills worth watching. So far, the Labour-controlled cities have thumbed their noses at Mr Heseltine and made the

ratepayer compensate them for penal cuts in Government grant. But it is not they who are meeting the electors this time round. The counties have been much more circumspect, partly because they are controlled, in the main, by Conservatives who go along with Government policy; partly because these elections have been looming. There must come a time, if Mr Heseltine turns the screw tight enough, when even Labour's loyalist local electorate would rebel at ever increased rates. Or so the Government hopes.

There have been suggestions that a legal limit may be placed on increases in the rates charged to industry and commerce, which in some big cities (and notably in parts of London like Lambeth and Camden) provide a large proportion of local funds. Such a limit would force domestic rate-payers to bear the brunt if authorities persisted in spending to the hilt, and again, hasten the day when the electoral worm turns. Or industry and

commerce could be de-rated as a gesture of economic revival, halving—say—their liability. Any proposals like these, ostensibly about local government and democratic system, would soon have an impact on the biggest service administered by major parties.

A lot of interest will centre on how the Labour fare and the evidence to be read between the lines of how the formation of the Democratic Party may have affected the vote. By the time the votes are counted, it could be that more i.e.s. will have no single party clear majority and more coalitions will have formed. Such coalitions will be inhibiting making severe cuts, but will also have aggressive drive to go out of their way to do the Government.

Next Thursday's results will be pored over by the party analysts for every crumb of control of a number of counties. A really result will be damaging: the valiant efforts of Government ministers are making to convince themselves that there's a good time coming, be severely tested by landslide losses at the polls. Not even the most resolute Prime Minister is immune to the evidence of votes cast and lost.

Labour, too, is on trial. On the face of it, party is due to notch up big gains. But if it is disarray prompts desertions to the Liberal and social democratic free-booters, some of the could be taken off what should be rights to show of strength. And once the new coalition have been formed, many of them with Labour majorities, there will be new opportunities for feuding among the Labour ranks. Nowhere under the noses of the media across the river County Hall: the political repercussions of a left-wing coup in the ILEA would be far-reaching and immediately put the Government's decision not to disturb its unique status in question.

Comment

Manchester sets the pace

Manchester's sixth-form college plans have now returned to the Department of Education and Science for adjudication in accordance with the new drill laid down by the 1980 Act: the objections have been brought together in one neat file, the authority's answers in another and now it is up to Mr Carlisle to give judgment.

It is three months since the Macfarlane report gave qualified support for tertiary solutions to the puzzle presented by shrinking sixth forms. What Mr Carlisle decides about Manchester is bound to be seen elsewhere as a guideline for the future. The i.e.n.'s case is based squarely on the fall in numbers and the impossibility of maintaining what it would regard as viable sixth forms in all the comprehensive schools: in Manchester, from the peak to the trough is a fall of 45 per cent—nearly half as much again as the national average. As the authority put it: "The alternatives open to the Committee are to leave the schools to wither on the vine or to plan a phased programme of contraction for the next 15 years."

Inevitably, Manchester's plan to replace 25 all-through comprehensives with 19 11 to 16 schools and three sixth-form colleges has run into stout opposition from conservatives of all hues who have come to regard the sixth form as the essential symbol of the successful comprehensive. The difficulty of making very small sixth forms work is not always recognized, nor do objections always arise too much about the logistics of declining numbers.

The Macfarlane report for the objectors are associated with schools like Parris Wood High School, destined to lose a flourishing sixth form. This draws on a prosperous catchment area with a good sprinkling of professional parents who not only produce able children but also know how to mobilize an energetic campaign. They claim the school can and will maintain a large sixth form drawing by its popularity, pupils from a wide area. This, of course, is what the Manchester authority would not like to happen because it would simply underline difficulties elsewhere. Parris Wood High would emerge as a new semi-gigantism school.

What Manchester clearly fears may happen—and what looks very likely to happen—is that Mr Carlisle will be tempted to approve the Manchester scheme with certain specific exceptions, designed to protect Parris Wood High. This would go some way to satisfy Conservative opinion (and get Mr Fred Silvester, MP for Withington, off Mr Carlisle's back). In the view of many local observers it would represent the worst sort of compromise, and open the way for unpleasant skulduggery at the local level.

As well as being a test of Mr Carlisle's quasi-judicial detachment, the Manchester scheme will show the strength of the anti-11 to 16 school brigade in the Inspectorate and among Ministers. The secondary school inspectors are quite genuinely persuaded that in 11 to 16 schools, it is likely to be difficult to maintain the quality of academic staff.

Manchester has already suffered from the difficulties of co-existence when academic staff fled: Manchester comprehensives to selective havens in Greater Manchester. It is clear that no scheme for sixth form colleges and 11 to 16 schools which cannot withstand competition from other systems will fill the bill, but many of those already engaged in tertiary schemes and 11 to 16 schools would dispute the HMI's subjective judgements.

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while, the PGCE courses are again oversubscribed—26 per cent up on this time last year. Some departments have already closed their lists. The colleges and polytechnics now feel not unnaturally threatened. The Polytechnic Directors have issued a defensive statement reasserting what was once the official view that they are the logical places where teachers should be trained, in association with other vocational groups and in touch with the real world. In practice not all ex-colleges of education incorporated as poly departments can live up to the ideal, but then, who can? Unhappily, in market terms, the polys seem to have been among the least successful places for the recruitment of BED students and, given the harsh winds now blowing through public sector higher education, there is bound to be a disposition to cut courses which cannot be filled. There is a real risk that some shortage subject specialists will get eliminated with the rest.

NATFHE has also put in some special pleading with some suggestions which make sense in themselves (up to a point) but can hardly be disentangled from NATFHE's primary aim of protecting the jobs of NATFHE members. By the way, when is the National Union of Teachers going to stop sulking and take its place on ACSET? Boycotting the council was a petulant gesture: it is time to put it on one side and start again.

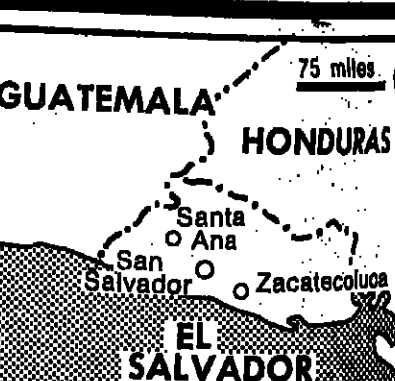
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A job in the firing line

Teachers in this country often feel they are in the firing line of press and public. Teachers in less stable parts of the world can end up literally in the firing line, as they have done in El Salvador.

The vulnerability of teachers in any such crisis is a direct result of their unique and central place in society. Like priests and tribal elders, they have key roles to play in their classrooms: they are the most magical power to impart attitudes and values. Through their pupils they have wide-ranging contacts with their community. And in their community they can often be seen as the local fount of all knowledge and wisdom: the person with learning enough to understand the problems of the day, and to advise what should be done.

Teachers have power, influence and respect. That alone makes them dangerous, and gives any repressive regime a very good reason to crack down hard on individual who are seen, reported or rumoured, to have stepped out of line.



Revolutionary movements, too, single out teachers as targets for persuasion or intimidation.

In any developing country teachers tend to provide the single largest body of educated adults. They will have acquired the ability to think for themselves, to widen their horizons, ask tricky questions, and reject unpalatable answers. Daily, through their pupils they will come face to face with what poverty and deprivation really mean. They will see the effects of ill health, poor nutrition and hopelessness, and necessarily wonder whether things should be as they are. So in any country with an authoritarian regime, like many in Latin America, there will almost certainly be a sizeable and vocal body of teachers, spread throughout the country, campaigning for change and challenging the legitimacy of those who wield power.

Teachers around the world not normally noted for a keen interest in international affairs, have responded to the mounting tales of horror coming out of El Salvador. In Britain, the NUT is urging donations to a support fund, and the World Confederation of Organizations of the Teaching Profession has appealed El Salvador's ruling junta for the protection of teachers and the seeking out of their killers.

These are gestures of support which pale before the horror of the real thing. For teachers in this country, the messages from El Salvador underline more clearly than any "pedagogic rhetoric" what heavy responsibilities the teacher's calling can entail when the fabric of civilized society crumbles.

No comment

The Queen honoured me with the MBE two years ago for public service, but Tending Council has chosen to ignore this. Comment in the *Star* (Anglian Daily Times, April 9, from Councillor Dick Moody (Independent) after being sacked from a school governing body by his fellow councillors for failing to attend its meetings.

Claim that NUT cash goes to 25 firms who donate to Conservative Party Union should not invest in 'Tory' firms

by Richard Garner

Moves will be made over the next year to stop the National Union of Teachers investing its funds with companies which make political donations to the Conservative Party.

According to the Gravesham association of the NUT, the union invests its money with at least 25 companies which either make political donations direct to the Tory party or Tory pressure groups like Ales of Industry.

The companies involved make political donations totalling a minimum of £250,000 and include European Ferries, Mothercare and United Biscuits. Delegates questioned whether this was in line with the union's non-party political stance and whether it conflicted with the NUT's educational policy when the item was raised in a private session of the union's

annual conference in Eastbourne last week. In reply, Mr John Gray, the union's Treasurer, said he could not confirm the figures and did not know where they had come from. However, he had no reason to suggest they were not accurate.

It was pointed out that this did not conflict with union policy on investments at present and that, if members wanted to change it, they would have to table a motion for discussion at next year's annual conference.

NUT members in Gravesham, who have spent the last year researching the information with the help of Labour party headquarters—are likely to canvass support from teachers on other areas to press for a change in policy.

NUT officials refused to discuss the issue this week. However, they pointed out that the union did take a principled stand on investment, such as refusing to invest with companies which had connections with South Africa. They have also ordered a check to be made to see if any companies they invest with have connections with El Salvador.

No cash aid: The NUT said this week it was standing by its policy of refusing to accept any Government money to finance ballots of its members. The cash is available to unions following the introduction of the new Employment Act and at least one union, the Amalgamated Union of Engineering Workers, is likely to accept the cash—in spite of the fact that it is against TUC policy to do so.

'Race Bill' will cause loyalty spilt

The nationality Bill, now going through Parliament, will create a conflict of loyalties among Britain's black school children, a race relations expert warned this week.

Mr Michael Hussey, one of the Inner London Education Authority's multi-ethnic inspectorate, said many young people did not know where they belonged now; the Bill would make this worse. Mr Bev Woodroffe, head of ILEA's multi-ethnic team, said the bill would have an insidious effect. Children would feel under threat.

"The whole of ILEA is trying to get across the principle that it is an education service for all and everyone had an equal right to it; I'm afraid this bill will have quite serious implications for all of us."

The education promotion department of the Commission for Racial Equality also expressed its concern. The Bill makes the reality of a multi-racial society more difficult to achieve, said a spokesman.

Polys less popular

Polytechnics have suffered a 7½ per cent fall in applications for degree courses since last year, according to a survey carried out in March by the Polytechnic Academic Registrars' Group.

Much of the decrease has been caused by a fall in overseas applications. A smaller survey of 13 polytechnics, which were asked to break down their applications into home and overseas categories, also showed sharp decline in interest in some vocational subjects by British sixth formers. The most extreme example was civil engineering, where home applications had fallen by 59 per cent and overseas applications by 39 per cent.

Teachers out of work for long periods may have to retrain

by Bert Lodge

A quota system on re-entrants to the teaching will be considered by the Government's advisory committee on the supply and education of teachers (ACSET) when it meets on Tuesday.

It will also consider compulsory retraining for re-entrants who have been out of the job for more than a certain length of time.

Other possibilities members of the committee will be asked to decide on are lengthening the BED course to four years and the present one-year PGCE course to two years.

The committee was told in February that when it met again it should come up with concrete proposals for how to contract the teacher training system. This is because the projected figure of 17,000 new teachers a year fixed in the late seventies was belatedly seen to be an over-estimate by the DES. The latest projected figure is 9,000 to 10,000.

After the massive closures and mergers of the mid-seventies resulting in over 2,000 lecturers being made redundant, the Government is loath to embark so quickly on the crude strategy of simply closing down institutions or department of teacher training.

It may conclude that this is inevitable however, particularly in one or two polytechnics which failed to attract even one third of their target number of students last autumn.

The college lecturers' union, NATFHE, is known to favour lengthening the two routes, BED and PGCE, to the profession and not simply as a way of "mopping up" the surplus due to come out of colleges in the next few years.

NATFHE has told the committee that the quality of the profession has to be borne in mind when considering how many vacancies are filled by re-entrants from the PIT (pool of inactive teachers). The original professional qualification does after all open the way for a potential 40 years in the job. Re-training might be a necessity especially considering the demands of curriculum changes and falling rolls, the union thinks.

A quota of jobs to re-entrants might be necessary to make sure young teachers just qualifying get jobs. If they are seen not to, recruitment could be affected, as Lady Young, junior education minister, emphasized to the Secondary Heads Association conference in March.

The PGCE course as presently constituted does not meet the needs of nursery, infant, primary and middle school teaching. It is also seen by some as a means of widening career options rather than a commitment to teaching.

"A four year BED affords time to equip for teaching across the sciences, whereas a one year PGCE does not," says the union.

The lecturers' union would also like to see an early end to the exemption from teacher training of maths and science graduates.

Longer training courses: A five year course to train teachers to the "aggressive professional" standard of doctors was proposed by Mrs Mary Warnock, chairwoman of the Government committee of enquiry into special education at a conference last weekend, writes Diane Spencer.

Day the head sealed off a classroom

A teacher found her classroom door had been sealed with black tape and a sign put up saying "Keep Out" and an industrial tribunal at Nottingham heard this week.

The headmaster, Mr Kenneth Smith, explained he had sealed off the room because the children had damaged it so badly he wanted photographs taken to show to the education department. He had suspended Mrs Shirley Parker-Moakes for her own safety.

Mr Smith told the tribunal that one wall had been damaged by small wooden bricks thrown by the children. An inspector reported the room as being the dirtiest and most disgusting he had ever seen, with upturned chairs, an up-ended plant pot and stains on the

wall where missiles had splattered. A child had thrown a book, which narrowly missed his head.

Mr Smith read extracts from his confidential records describing Mrs Parker-Moakes standing in a daze with her class in uproar.

Asked how the children might react if she returned to the school now he said: "To put it bluntly, I fear the children would pat her alive."

Mrs Parker-Moakes, of Brookland Road, Nottingham, claims that pressure from Mr Smith, her colleagues and the school inspectors made her ill and forced her to give up her job at Priestley primary school, Sutton-in-Ashfield, Notts.

The hearing was adjourned until a date to be fixed in June.

Parents asked to donate money for music

Dorset parents whose children study a musical instrument at school, will be asked to make a voluntary contribution towards the cost of the instrument rather than pay a compulsory fee.

In a letter being sent to parents this week the education authority specifically requests a contribution of £7—the amount which would previously have been levied as a compulsory charge for the instrument.

The county council held a special meeting of the education co-ordination sub-committee last week to discuss

charging, following the recent High Court ruling which said that Hereford and Worcester county council could not charge for music tuition during school hours.

Mr Peter Gedling, Dorset's deputy education officer, said the committee decided that, in the light of the case, it could no longer make a compulsory charge. However it would not refund fees paid by parents during the Spring term.

The committee hoped that the £72,000 annual income which charges

have brought in since they were first introduced in January 1980, could be matched by the voluntary contributions. The parents' response would be reviewed in five weeks time.

In East Sussex Mr George Burton, chairman of the education committee, said this week that hundreds of letters had come from parents urging the county to continue musical instrument tuition. "Many of them have offered to continue contributing towards the cost of lesson but on a voluntary basis," he said.

The committee hoped that the £72,000 annual income which charges

Costs hit secure unit

A London borough claims that places at a secure unit for disturbed teenage girls are lying empty partly because other boroughs cannot afford the £575 weekly cost.

At the same time Lambeth borough council is considering whether it should make more flexible the admissions policy to the Southwood Centre, so that girls aged 14 to 16½ can be taken in at any time.

This would mean a fundamental change in the experimental nature of the unit which is that girls be admitted and treated within small groups for a given period.

The centre, which was built by the Department of Health and Social Security at a cost of £1m, opened two years ago. It was intended to provide secure residential care and schooling for up to 24 maladjusted girls from throughout the greater London area—some referred by courts, others in the care of the local authority.

There are thirty staff at the unit including five teachers but at present there are only two resident girls. With four more due to arrive soon, a spokesman from the Lambeth boroughs regional committee for social services, which helped set up the centre, said the initial cost of each place might be offsetting to some boroughs. However there was a pooling arrangement which meant the cost of all places in community homes and assessment centres was equalized and totalled £365 per place.

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Platform

Maurice Holt finds the Schools Council has seized an important opportunity with *The Practical Curriculum* though its grasp appears uncertain

Still planning after all these years

Six years have passed since the Schools Council last went into print on the subject of the curriculum as a whole. In those six years the curriculum debate has waxed strong, culminating in a string of documents from the Department of Education and Science and from the inspectorate. Most recently, there is the definitive DES statement, *The School Curriculum* (1981). Over the same period the council itself has acquired a new constitution, a permanent secretary and greater representation on key committees from the DES and from local education authorities.

When Schools Council Working Paper 53 on *The Whole Curriculum* eventually came up with its limp endorsement of the core-plus-options status quo in 1975, there was no DES representative on the working party of 34 and just one HMI in the muted role of "assessor". Meanwhile, the really significant curriculum event of that year was going on behind the scenes in the DES, where the confidential "Yellow Book" was being written. This document marked the conversion of DES and HMI to some form of common curriculum. Thus, *The School Curriculum* requires schools to offer each pupil "a broad programme" that is "coherent and balanced", echoing a phrase which occurs in all the recent HMI documents. And within days of this DES publication, the council has now, in Working Paper 70, produced *The Practical Curriculum*, which seeks "to blend aims and process in an effective, broad and largely common curriculum", and invites each school to develop "a coherent written rationale for its curriculum".

This new document from the Schools Council represents an important departure, then, from the days when anything looking like a whole curriculum policy would have been seen as an intrusion on teacher autonomy. It comes from a working group of 22, including, this time round, one DES man and two HMI in full membership. The curriculum work of HMI is commended as "incomparable" and "stimulating", and a good word is even found for the DES Assessment of Performance Unit. The two curriculum documents, one from the DES, the other from the council, appear in colour-coordinated covers: the (purple) curriculum is evidently here to stay.

Much of this is to be welcomed. There is a strong case for a common (but non-uniform) curriculum, and for fostering the arts of whole curriculum planning in schools. These matters should not be left to the DES, which has allowed the Central Advisory Council (sponsor of both Crowther and

tasks of curriculum planning, and make it a disappointing document. First, there is much in it which smacks of managerialism. It amounts to the belief that a complex activity like curriculum planning will yield to systematic analysis into components, and to the reduction of difficult issues into lists of a few key questions or desired outcomes; the belief, in short, that by choice of appropriate procedures the issues can be resolved and the outcomes attained.

I counted 25 such lists in the document's 70 pages, many of which are "checklists". Use of this term is generally a sure sign that the reductionists have been to work. Lists of this kind are retrospective attempts to describe merely the technical aspects of actions, and give a spurious air of tidiness and certainty to what are in reality the results of a process of practical reasoning which will always involve conflicting choices. Yet teachers are urged to agree on "an explicit statement of aims" for year group and class, as if this will guarantee the desired result.

The DES document *The School Curriculum* displays the same simplistic faith in the power of the written word to change attitudes. And it is presumably this administrator's concern for technique and procedure which excludes any discussion of the political dimension to curriculum planning; of the partly reinforcing, partly competing interests of DES, HMI,



Maurice Holt - a strong case for a common curriculum.

rationale is to be established. At another level, there are practical questions about pupil grouping, subject interrelation and the kind of organizational structure which would serve a common curriculum; yet these matters are scarcely mentioned.

could have been spent on these major concerns is instead dissipated in the pursuit of a chimera. It doesn't help, either, that the booklet is written in a kind of rugged, industrial prose which rarely allows itself the luxury of a contemplative semi-colon; a form of Edspeak more suited to mechanistic than mind.

It is a pity, too, that the model curriculum advanced in the document seems itself to lack much of a rationale. If it is important for pupils to develop qualities of "feeling and imagination", why is there no mention of drama in the 5 to 16 curriculum? Why no music 14 to 16? Why are all pupils, 11 to 16, required to take as much as eight periods of science and from six to eight of art, craft and technology? The expressive arts and the humanities seem to be undervalued. There is no concept of a humanities faculty; English is an isolated subject, and both history and geography appear to be alternatives to social studies 11 to 16. The slippery concepts of balance and coherence are not discussed, and the fundamental task of seeing subjects as means to further ends rather than ends in themselves gets scant mention.

Because of its summary style and piecemeal approach, the document comes across as a rather prescriptive offering, despite disclaimers to the contrary. It is unlikely to create the imaginative excitement which comes from the interplay of ideas, and which leads to committed teamwork and new departures. In some ways it gives the impression of talking down to teachers, and of offering prepared solutions to problems which schools must resolve for themselves. There is no discussion of the substantial support services which these initiatives will require. The effect could be to lower morale rather than build it up.

How representative the work of this committee is of the entire council, as claimed in the introduction, is not clear. But it is difficult to see it as representative of the experience of those with first-hand knowledge of core curriculum in action. The council has seized an important opportunity, but its grasp appears to be uncertain.

Maurice Holt is director of the Curriculum Development Support Unit at the College of St. Mark and St. John, Plymouth. He was formerly head of Sherwood School, Herefordshire and is the author of *The Common Curriculum*.

More in nurseries, provision varies

by Virginia MaKins

The steady improvement in the number of under-fives in day schools and classes since 1970 is enormous variation between local authorities in their nursery provision.

Gloucestershire has no pre-schooling. Wiltshire had only 1 per cent of three and four year olds in day schools and classes last year, Dorset and Somerset 2 per cent and Sussex 3 per cent. But in Newham, Walsall, 47 per cent of under-fives were in nursery schooling.

When the number of "rising five" primary schools is included, West and North Tyneside both had 100 per cent of three and four year olds in day schools. West Sussex had only 11 per cent, Dorset, Avon and Kent 13 per cent.

These figures are set out in the statistical bulletin from the Department of Education, *The proportion of under-fives in school in England* from 1970 to 1979.

The biggest rise was in the number of three-year-olds in school, which climbed from 29,000 in 1970 to 140,000 last year. But the totals were rising from the Plowden report onwards, accepted by Mrs Thatcher's White Paper which said that by 1980 there should be nursery places for 50 per cent of all three-year-olds and 90 per cent of four-year-olds.

The figures show that the number of full-time pupils in nursery had declined from 19,000 to 14,000 between 1960 and 1980. In the six years, the number of part-time nursery schools rose from 207 to 34,000. The number of places under five in primary schools rose to 285,000 in 1976; by 1980 it was 230,000.

1976 was also the peak year for "rising fives". In infant classes, 282,000 children. In 1980, the figure was only 215,000. But the number in nursery classes in primary schools rose steadily in the sixties, from 10,000 in 1970 to 215,000 last year.

There was a clear gap between town and country in nursery provision. In London 38 per cent of three and four year olds were in nursery schools and classes last year. Outer London averaged 21 per cent and the metropolitan councils 16 per cent. The county councils were only 14 per cent. But even in towns and cities, there were big differences between authorities.

There were also big variations in the ratio of qualified adults to children in nursery education. Nottinghamshire nurseries had one teacher or nursery assistant to nearly 14 children in 1979. Dudley's overall ratio was 12.5, but the ratio of children to qualified teachers was high, at nearly 10:1.

Pupils under five years in each local authority in England - January 1980 DES Statistical Bulletin 383, available from the Statistics Branch, Department of Education, York Road, London SE1 7PF.

Benefit move hits exams

Head teachers are already finding that children are staying away from school this term and missing examinations because they face the loss of supplementary benefits, according to the Secondary Heads Association.

Under new rules for claimants, children legally entitled to leave school at Easter can no longer qualify for supplementary benefits until September if they stay on at school to take examinations. Previously, they could draw supplementary benefits after the examinations were completed.

Curriculum changes held back, conference warned

by Bob Doe

Exam boards are not sufficiently accountable for their actions and are holding back the development of more effective curriculum, Mr John Mann, secretary of the Schools Council, told a conference of careers officers in Southampton this week.

Exam boards were private and not publicly accountable either in their finances or in the standards they set. Mr Mann questioned the traditional subject approach to the new exam.

"If you believe the curriculum ought to be concerned with the development of communication, technical understanding, understanding of a multi-disciplinary approach, then these are practical capabilities then these sorts of achievement must be rewarded."

It was important to ensure that the new criteria for the common 16-plus "build in a way of ensuring that teachers of history, chemistry, and craft contribute to much wider aims than are traditionally the concern of subject specialists."

Mr Mann said the Government favoured records of achievement to supplement exam results, something the council is investigating. These raised a number of issues such as who should do the recording, how they should do it and what they should record.

Mr Mann said the Schools Council should have in the development of the new 16-plus. The Secretary of State has asked the exam boards to draw up the new national criteria by June next year. The council will be asked to comment on them later.

To make such judgments relevant to industry he thought the life in school would first have to be much more like that in industry in terms of such things as adult relationship and working patterns.

He warned also that just as the existing exam system condemned some young people to failure so could a system of profile reports on their personal qualities.

Profiles of measured skills were promising but he condemned one scheme in current use which recorded literacy solely under the headings of spelling, use of capitals, punctuation and usage.

The importance of the 16-plus would decline as more pupils went on to further education, training or work experience courses until 18 and as more precise school records were developed. He also predicted the development of graded tests taken at various stages in their school career would have "serious consequences on the store set by what used to be the school leaving qualification."

It is no secret that Schools Council and the exam boards do not see eye to eye on the role the schools council should have in the development of the new 16-plus. The Secretary of State has asked the exam boards to draw up the new national criteria by June next year. The council will be asked to comment on them later.



The medium is part of the message according to a Schools Council study which found tape, film and video work considerably improved pupils' oral and written word and increased their confidence and social skills by making them aware of organization when planning television or tape-slide programmes, according to *Communication and Social Skills* published this week and written by Carol Loran and Michael Wells from Brighton Polytechnic. Communication and Social Skills published by Whurrton £4.75

Continental touch for school dinners

School dinners will become a gourmet's delight next week when canteens in East Sussex dish up Normandy turnovers, spaghetti Milanese, Hamburg hotpot and other foreign specialities.

The county council is encouraging school kitchens to lay on a special menu for Europe Week. The suggestions to school cooks include faguetur and sauerkraut, paella, haricot

baux, boulangere potatoes and salad Cote d'Azur followed by meringue and crepe au citron.

The flag of the Council of Europe will also be presented to schools which have developed links in Europe over the last three years. 36 out of 39 secondary schools have connections with schools in Europe while 14 primary and middle schools have sister schools in France.

Polys 'ideal' for teacher training claim

Polytechnics are the ideal place for training teachers, says the Committee of Directors of Polytechnics this week. In a statement published just four days before the Government's advisory committee on teacher education and supply recommends to the Government how to reduce the teacher training system still further, the committee quotes DES principles laid down in 1977 on what was desirable.

Teacher education should be firmly integrated with other higher education, a good geographical spread of training institutions... the system should consist of institutions of sufficient standing to secure validations of degree courses... institutions which offer other vocational courses so that the alternative to teacher education is not simply an academic course in the liberal arts field.

It is fair to comment that no other group of institutions in the public sector mirrors so precisely the DES description of an appropriate setting for teacher education as do the polytechnics, say the directors. "The polytechnics stand at the meeting place of schools, further education and the world of work."

Mr Peter Dines, the council's chief exams officer, urged the conference of teachers, employers and careers officers to get involved in the discussion of the draft exam criteria which would be published later this year.

The council has set up 16 subject panels to match those established by the exam boards.

Mr Dines said three sorts of criteria would be developed. Those which would be used to sort the subject title those covering the sort of assessments required and those covering the skills and knowledge needed for various grades. The Schools Council was the body to ensure that syllabuses met these criteria. After the new ones had been approved they should be liable to a review every seven years or so. "The high standing of A-levels is largely due to a similar process carried out by the council," Mr Dines said.

Sixth formers will have a harder time getting into universities next year than ever before says Mr Peter Dines chief exams officer at the schools council. Next year would see more 18-year-olds than ever before looking for places just when the Government has decided to cut back on university spending. Mr Dines told the conference. Someone born in 1964 because of birth rate bulge had only one-third of the chance of getting a place that someone born in 1977 would have had.

Travel firm creditors to meet

by Richard Garner

Schools who lost out financially because of the collapse of a travel firm, Draper Travel Services, are likely to know within the next fortnight whether they will be able to recover any of their losses.

The Official Receiver has called a meeting of creditors of the company, which will be held in his Walford office, on May 12 and be open to anyone who has suffered financial hardship as a result of the company's collapse.

According to the Official Receiver's office, more than 100 schools from various parts of the country had booked foreign holidays through the firm with a minimum of 40 children on each one.

The Official Receiver began an investigation of the company and its two subsidiaries, School Quest and Draper School Travel Services, after the parent company had been ordered to wind up in the High Court. Two oil companies - Total and British Petroleum - had also been petitioned for the payment of outstanding debts arising from unpaid school bills.

After the collapse, the National Association of Head Teachers wrote to Mrs Sally Oppenheim, Minister of State for Consumer Affairs, urging the Government to compel all schools to operate as companies and to take out insurance against financial collapse.

School Travel Service Ltd

In our issue of April 17 we incorporated the fact that School Travel Service Ltd is a subsidiary of Draper Travel Services Ltd of Draper, Wiltshire. The name of the subsidiary company should have appeared as Draper's in fact. Draper Travel Services, not School Travel Service Ltd.

We wish to make it clear that School Travel Service Ltd (STS) of 24 Colindale Road, Enfield, Middlesex, has no connection with any other school travel company. STS has been trading since 1933, is still a family owned and is fully bonded trading and is a member of the Association of British Travel Agents. We apologise to the firm for the embarrassment caused by our inaccurate report.

Recruitment to PGCE courses is up by 26 per cent. Last April recruitment to the BED of men was 35 per cent down on the previous year and for women 27 per cent down.

How the DES finds out what people think of the service

by David Lister

Two signs met the eye at the foot of the staircase at Harrow civic centre, "DES Regional Meeting" said one. "No members of the public allowed past this point" said the other.

It was an ironic greeting to one of the series of meetings whose objectives include "promoting wider understanding of DES work."

Harrow was the eighth of the 10 regional meetings organized by the Government. Those outside the metropolis might think it a little unfair, if indicative of Whitehall thinking, that no less than three of the 10 have been in Greater London.

But as any self-respecting Londoner knows, north of the river does not speak to south of the river, and the centre, ILEA and all, doesn't have much to do with either. So three it had to be.

The Harrow meeting was chaired by a local resident, Dr Rhodes Boyson. "I know, I'm a ratepayer," he replied when an industrialist said that the local authority was the biggest employer of labour in the area.

Dr Boyson said afterwards he was always happy if he could take one thing away with him from any meeting he attended. The thought that lingered with him from Monday's meeting was the speech of Mr John Savage, Red-

bridge education chairman, saying there was too much emphasis on teaching French, a language no longer commercially or industrially marketable. He saw merit in German, Spanish, Portuguese and oriental languages.

Some members of the audience wondered whether teachers spoke any language at all to their pupils when Mrs Glenys Atkinson, chairman of Haringey education committee said she wanted more computers in primary schools as they could do something teachers were loath to do - tell children when they were wrong.

Mention of microelectronics brought some of the industrialists to their feet. "Pocket calculators are dangerous weapons" said Mr Denis Andrews representing Burroughs Machines. "You need to be sufficiently numerate to recognize when they go wrong."

"Too many school leavers aren't sufficiently numerate, according to Mr David Lee representing Brent Traders Association. "They may be numerate in modern maths" he said, "but industry often works to the old maths. Many times I have had youngsters in front of me who don't know what 50 per cent of 100 is."

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Conservatives could pay for unpopular policies. Sarah Bayliss reports

Tory losses, Liberal surprises on May 7

The Conservative party will suffer heavy losses in the county council elections next Thursday, in similar elections four years ago, when a Labour government was in power, 38 out of 39 English counties were swept up by Tories in a landslide which was dubbed "Operation Clean Sweep". So this time they have a lot to lose.

Voting takes place in the 47 county councils of England and Wales. They are all education authorities, spending about 60 per cent of their total budgets on schools and other parts of the service. Six large metropolitan counties which do not have responsibility for education are also up for grabs plus the Greater London Council whose members sit on the Inner London Education Authority.

The interest lies in the extent of Conservative losses (just how unpopular are the policies of the present Government and their local outposts?) and in the different rewards which the other two main parties will reap. After the 1973 county elections, when a Conservative government was in power through not at a peak of unpopularity, the Tories had 16 councils, Labour 16, Independents 6 and there was no overall control in 12.

The Labour party currently holds only Durham and two Welsh counties—Mid and West Glamorgan. Its own publicity machine claims it will regain Cleveland, Derbyshire, Humberside, Nottinghamshire, Staffordshire, Gwent and South Glamorgan which were all lost to Tories in 1977. Cumbria and Northumberland, where Labour had emerged as the single largest party in 1973 elections, are also listed as possible gains. Northamptonshire, which was Labour controlled until 1977 and where budgeting has gone wrong for the Conservatives with a supplementary rate rise last year plus deep cuts in education, is ranked as an outside chance.

The Social Democratic Party, which but for its groundswell of support would have preferred to postpone its launch until after May 7, is not running any official candidates since there has been no time for proper selection procedures. There are however upwards of 100 unofficial Social Democrat candidates. More significantly, Mrs Shirley Williams told the press two weeks ago that her supporters should vote Liberal

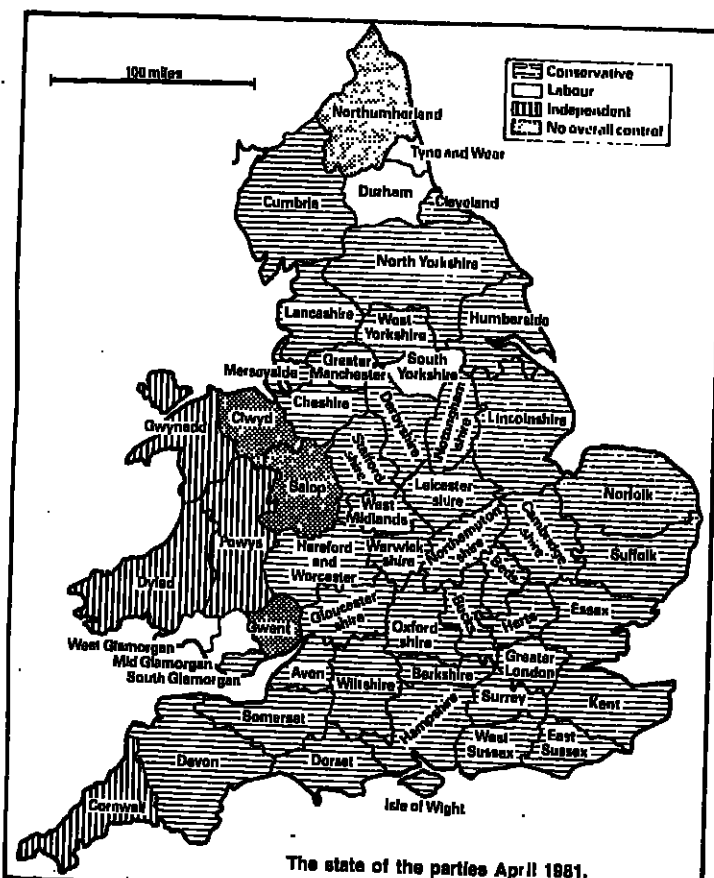
Kidderminster and have won recent by-elections, the Liberals expect to hold the balance of power. Devon, West and East Sussex, Bedfordshire, Berkshire, Cambridgeshire, Essex, Lancashire and Northumberland are all listed in party publicity as areas for making gains. If their groups are sizeable enough to "hang" some authorities, there will be some lively bargaining between the parties after May 7 and some interesting policy making.

According to their opponents, the Conservatives could also lose overall control in Avon, Cheshire, Berkshire, Bedfordshire, Buckinghamshire, Hertfordshire and Leicestershire. Labour is confident of holding two metropolitan counties, South Yorkshire and Tyne and Wear, and of gaining four more, though the Liberals may do well in Merseyside. The GLC will be won from the Tories and while the Inner London representatives have nearly always meant that the ILEA is Labour controlled, the complexion of candidates this time could produce a much more left-wing authority. It has been said that a big swing to Labour will produce a broader spectrum—with members from the marginal outer London boroughs tending to be more moderate. A small swing would produce a more left-wing Inner-London dominated Labour group.

Sir Ashley Bramall, Labour leader of the ILEA for the past 10 years, faces a double challenge. First, he must win his GLC seat of Bathurst Green and Bow against a tough grass-roots campaign by Liberals. Even if Sir Ashley pulls that off, the choice of leader favoured by a left-wing authority could be Mr Brin Davies, a 36-year-old TUC official.

Conservatives in county shires have been keen to hold down rate rises this year to woo the electorate as well as to please Mr Heseltine. While the national average for counties has been under 10 per cent, in Humberside, a Labour target, the Conservative group have actually reduced their county precept from 101 to 95 pence. In Staffordshire, another Labour hope, a 3.5 per cent rate increase was brought in this year.

Mr John Horrell, a leading member of the Association of County Councils and chairman of Cambridgeshire's education committee, said he would be making



to reinstate Mrs Eileen Crosbie, the nursery teacher who was sacked after she refused to supervise her unit of 40 children with just one full-time helper. Labour aims to reverse the nursery pupil-teacher ratio which Conservatives raised to 1:20, back to 1:13. Their manifesto says they will close a unit for gifted children set up in Beeston two years ago, and put its funding back into the general funds. Capital is now worth 25 per cent, less than in 1977 and over the next four years they will restore it to an "adequate" level.

Other policies include an impetus for new technology in schools with more in-service training for teachers and an end to the system which currently provides a micro-computer in schools if they meet half the cost.

Discretionary school transport, which many Conservative shires have been trimming back, may affect the rural votes and is a live issue in Devon. During the Easter

cuts, according to Mr Morrish, "it's ridiculous to undermine the morale of head teachers without whose professional expertise the cuts would have been even more damaging."

New faces in the shires—and there will certainly be many—will mean changes at the Association of County Councils which represents them in Government talks. Several weeks ago Professor John Stewart, director of the Institute of Local Government at the University of Birmingham, was describing a scenario which would produce a "hung" ACC with the Tories losing overall control. At best it now looks as though Conservatives in some narrowly held shires will be taking a "winner takes all" attitude towards places on the ACC to ensure control.

Each county is allotted three, four or five seats on the ACC depending on their size. The places are distributed by the majority party in each county. Kent for example, has never given representation to the handful of opposition members but other shires were not always so hawkish. Prior to the re-organization of local government, after which the field became much more politically charged, leading lights on the ACC were sometimes from Labour or Independent counties.

Avon which is looking surprisingly marginal, is of crucial significance to the ACC since its leader, Sir Gervas Walker, could lose overall control in the county. Sir John Grugon, chairman of the ACC's policy committee and leader of Kent which will never be anything but Tory, was expressing "every confidence" this week that his party would have control of the ACC.

While the metropolitan counties have no official responsibility for education there is one issue worth noting. Conservatives in Greater Manchester have used a section of the 1972 Local Government Act to grant money—£1.4m this year—to the Greater Manchester Education Trust which has some councillors as trustees and buys places for city children at independent schools. Mr Bernard Clarke, leader of the GMC Labour group which told the TES last week that a new GMC would stop this but would instead channel cash into an apprenticeship training scheme.

"We are very concerned to do something for the young unemployed," said Mr Clarke. He added that children funded by the education trust would not be at risk since the fees for all their schooling would have not been in the initial grant.

Carlisle to face quiz on FE

by David Lister

The Education Secretary, Mr Carlisle, is likely to be quizzed by the Select Committee on Education on plans revealed in the TES to take the Education Act 1944 so that authorities will no longer be obliged to provide adult education.

Mr Christopher Price, chairman of the Select Committee on Education, Science and the Arts told the House of Commons last week that Mr Carlisle would be scrutinized by the committee in July, and he hoped it would be adult education.

He said there were "noises" about further education legislation and feared that as a *quid pro quo* for rationalizing the 16 to 19 field, the government would make it so mandatory for adult education to be provided.

He added: "Although some authorities would protect the service, others are hell-bent like Cambridge to get out of all non-mandatory public expenditure."

Turning to the recent disturbances in Brixton, Mr Price, who is MP for neighbouring constituency said there was a need for some risk taking in appointing youth workers who might not have qualifications but who had a relationship with the local community.

"You have to remove the qualification barrier for those people in a community, especially if they are young, who have a contribution to make in the youth service or the adult education service," he said.

He added that money should be obtained from the government perhaps through a well-orchestrated campaign, like the adult literacy campaign of the early seventies, in hundreds of people in adult education found a new role, to bring about social cohesion and decency to our inner cities.

Mr Price also told the committee that the resources of adult education should be used positively in job creation, "to stimulate classes in car maintenance but in car maintenance co-operatives."

Overspenders might be hit after polls

Education is once again suffering heavier cuts than other local government services.

The latest figures to reach Whitehall show that authorities are actually planning to spend 4 per cent less on education this year than in 1978-79, while spending on services overall is projected to be about the same as three years ago.

But even the education figures are well above the Government target. Local authorities are meant to be spending 5.6 per cent less this year than in 1978-79, with education, which accounts for 60 per cent of the total, spending about 8 per cent less. The projected overspend is thus running about £1 billion above the planned level and reveals the Government's failure to bring this area of public expenditure under control.

Ministers and officials are not yet panicking about the figures. They point out that the projected overspend is about the same — 5 per cent — as that forecast last year while actual spending turned out to be only 1 per cent over the mark.

Education, typically, was virtually bang on its spending target last year and only failed to make the required cuts in school meals. One reason for this discipline is that there is much closer liaison between central and local government on spending in education than in other local services such as housing and social services.

But prospects for meeting local expenditure targets look much less hopeful this year. Many authorities have decided that further cuts are simply unacceptable and, with a large swing to Labour expected in next week's elections, the number of overspenders is likely to increase.

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CONFERENCES



Racism must be faced

Teachers cannot "hide their heads in the curriculum" and avoid the "massive resurgence of racist activity". Ms Jane Shuttle from East London told the NUT conference at Eastbourne last week.

She added: "What happens outside schools cannot be ignored. The walls, increasingly emblazoned with racist graffiti and fascist slogans do not keep out the ideas and the events which mark the lives of the pupils and students we teach."

Referring to Brixton and similar incidents, Ms Shuttle said the events had occurred because of the high level of youth unemployment, poor housing and inadequate social provision. The anger had been aimed at the police who had launched a major policing exercise called "Swamp '81" during which 1,000 people were stopped and questioned and 100 arrested.

Mr John Bowdler, West Midlands executive member and chairman of its committee which tackles race relations, said he had been "appalled" to read of some police tactics in Brixton. He referred to reports and pictures of police wearing football clothing and carrying pick-axe handles.

The conference ran out of time before it could conclude the debate on racism.

Sexism opposed, but gays get no support

Moves to end sex discrimination in the profession, which included a call for the promotion of a positive attitude towards homosexuality in the curriculum and equal access to local education authority premises for gay teachers, were rejected by the conference.

Instead, it passed a motion reaffirming its opposition to any discrimination on the grounds of sex and calling for the existence of sexism in the school curriculum to be highlighted.

Richard Garner concludes his report from Eastbourne

Left-wingers plan a spirited challenge

Left-wingers in the National Union of Teachers plan to challenge the union's leadership in elections for executive seats and national officers during the next year.

Two groups on the Left, Socialist Teachers Alliance and the Rank and File, believe that present leadership is not staying off the effects of cuts in education services. They hope to field an agreed slate of alternative candidates in the elections.

Within the next few days, candidates will emerge to contest the ballot for the five national officers: the union's two vice-presidents, treasurer and two examiners of accounts.

No hats have been thrown into the ring by either the Left, Right or any other grouping, but names being canvassed for support by the present leadership include Mr Bob Richardson, chairman of the union's action committee, and general secretary of the Inner London Teachers' Association (where he has been in the forefront of the clashes with the Left in London), and Mr Harry Dowson, an executive member from Sheffield.

Two other issues will spotlight clashes in the union during the coming months. Complaints will be heard against 26 members who insisted on attending the inner London Teachers' Association annual general meeting when the ILTA officers had ruled that elected delegates only should attend, and the by-election for Mr Dick North's seat on the



Mr Bob Richardson - in the running executive will be held. Mr North is one of the six teachers suspended from union membership for allegedly inciting unofficial union action.

The clashes came to a head at last week's conference when Mr Jack Chambers, the union's president, asked a delegate, Ms Sue Lowenstein, an ex-president of the South-west association of the NUT, to leave the hall for heckling a speaker. She was barred from the rest of the conference.

During a debate on rule changes in the union, Mr Roy Porter, from Greenwich, told delegates that ILTA had been unable to hold its annual general meeting for the past three years because of "mob rule". "There is no guarantee that the mob have ever been teachers at all," he said.

Shouts of "slander" and "lies" followed, and Mr Chambers warned that if there was any repeat of this

"unseemly behaviour", he would be asking the offender to leave the hall. As Mr Porter continued with accusations against the Left, he was heckled by Ms Lowenstein who told the conference before she left the hall, "I was elected democratically to come to this conference."

Outside she said, "To say that people at the ILTA annual general meeting were not even teachers - that's disgusting."

Meanwhile, the conference overwhelmingly backed the move to change the rules for delegates to the ILTA annual general meeting. In future, it will be open only to elected delegates representing 11 associations from Inner London. The same rule will apply throughout the union to divisions which are made up of several associations.

Immediately the conference resumed the next morning, Mr Chambers was faced with another challenge to his authority as nearly 60 delegates stood in silent tribute to the memory of Blair Peach, the teacher killed during the Southall clashes with the police following a demonstration against the National Front.

He warned delegates that they would face disciplinary procedures which could lead to their temporary or permanent exclusion from the union if they disobeyed his ruling. He added that Ms Lowenstein should withdraw from the conference follow-

ing her exclusion the previous year.

He faced an unprecedented conference vote of thanks to Rother Valley, South, chairman of the South-west association, who had been expelled from the union for "blatant example of bias" and the president should not be seen engaged in "witch-hunts and condoning of witch-hunts".

After the conference, Mr Jarvis, general secretary, warned the union would not back infringements of its rule book in future and added that a new investigation of the Lambeth action of the NUT was taking place.

Since the suspension of the "both six", the union had learned, the association had passed motions calling for affiliation to the Young Out Movement and supporting demands of the H-block colonies in Northern Ireland for political status for IRA prisoners. Such affiliation was against the rules of the union.

"Rules are important," Mr Jarvis added. "Infringements will not be tolerated and will be acted upon."

Mr Mike Loosley, left-wing president of ILTA, argued that his interpretation was "completely out of date". "I think we reflected in when we agreed our motion on administrative earlier this conference," he said.

Motion against aptitude tests

Delegates voted in favour of a motion to urge the Government to make it illegal to select for secondary schools through ability or aptitude tests and declaring total opposition to the assisted places scheme.

The motion calls on the Government to bring legislation to make it illegal to select by ability or aptitude for admission to selective secondary schools at 11 years or any other age.

Teachers who refuse to co-operate with selection procedures will have the backing of the union's executive.

Jersey in 1983

The 1983 annual conference will be held in Jersey. It was agreed. Amongst consider the location was deferred.

CONFERENCES

NAS/UWT: Bert Lodge concludes his Brighton report Hit child allowance cane backer told

Parents of badly-behaved pupils should have their child allowance stopped, the annual conference of the National Association of Schoolmasters/Union of Women Teachers was told in Brighton last week.

"It's no use hitting the kid's behind. Hitting the parents' pocket is more effective," said Mr David Parnham, South Derbyshire opposition should be that of corporal punishment should be of the teacher's discretion and not that of local education authorities.

"Unfortunately, many parents have given up their responsibility. They want to ensure that what they have failed to do, we will not be allowed to do."

Local authorities which abolish corporal punishment and write this into their conditions of service could dismiss or discipline teachers, Mr Atherford said. Yet the law allowed teachers that sanction.

Attack on 'petty tasks'

More teachers, not fewer, should be spending time out of the classroom on administrative duties, the conference was told.

Mr Fred Kane, a Northern Ireland member of the executive, spoke against a motion to condemn the increasing amount of time senior staff spent on "petty clerical tasks" instead of teaching.

"I say to the executive, 'Find some way of getting more teachers out of the classroom and into administration and so create more jobs for teachers'."

The motion was passed after an amendment was accepted which replaced the call to senior staff to spend more time "teaching in classroom" with "promoting the educational development of children."

use corporal punishment. They wanted to know what the union was going to do.

Proposing the motion, Mr John Atherford, head of a Doncaster comprehensive, said he was not presenting a banner's charter. "Not a single one of us would not be happier if the cane, tawse or slipper went into permanent disuse." But teachers still had the legal responsibility of *in loco parentis*.

"Unfortunately, many parents have given up their responsibility. They want to ensure that what they have failed to do, we will not be allowed to do."

Local authorities which abolish corporal punishment and write this into their conditions of service could dismiss or discipline teachers, Mr Atherford said. Yet the law allowed teachers that sanction.

Vote for sixth forms

The rhetorical question, "Who wants to teach in an 11 to 16 school?" brought cries of "I do" from several delegates when a motion on the desirability of sixth forms was debated.

But the conference passed with a large majority a resolution that "sixth forms in schools must continue to be an essential and major element in 16 to 19 provision."

The questioner, Mr Jonathan Harben, Stafford and Stone, said every body liked teaching the sixth form. He had taught on a one to one basis. But could that be justified to the taxpayer?

"I believe sixth form colleges could provide a looser form of education. But as trade unionists we must not let them fall into the hands of NATFHE. Is school the proper preparation for what follows at college and university?"

If the cane was abolished, then effective sanctions should be provided by the authority. "Few do so," he said. But there was an alternative, to simply relieve teachers of the *in loco parentis* responsibility.

Seconding the motion, Mr Nelson Burkinshaw, Doncaster, said prohibitive action by local authorities was an indication that teachers were not competent to make a dependable judgment in such matters. "That's a judgment on us, colleagues. Do we accept it?"

Mr Atherford said he resented the criticism of people with high qualifications. "What's that got to do with it? It's not whether you have a PhD or are emergency trained. It's whether you are a teacher."

The motion was carried overwhelmingly.



Mr John Atherford - "no basher's charter".

Assault summons 'must be automatic'

Many heads were more concerned with the image of their school than supporting a teacher who had been assaulted, the conference heard.

"It's the trick of transferring guilt from the assaulter to the assaulted which is practised," said Mr Anthony Higgs, Leeds, calling on local education authorities to adopt decisive procedures when teachers were assaulted by either pupils or parents.

The Society of Teachers Opposed to Physical Punishment published a letter last week it had sent to the NAS/UWT. It contained figures supplied by the Inner London Education Authority which showed assaults on teachers in the authority had dropped from 65 in 1976 to 47 last year.

A spokesman for the union said the number of assaults officially reported represented "only the tip of the iceberg".

No price for worsening conditions

The conference reiterated the union's resistance "with all the means at its disposal" to any attempt to impose less favourable conditions of service on teachers. A subordinate clause, "without agreed financial compensation" was deleted after Mr Len Cooper, executive, asked, "Are we prepared to say we will accept worsening conditions provided the price is right?"

The mover, Mr Seamus McKeown, Belfast, said that while the last decade had been dominated by Houghton, the 1980s would be dominated by the conditions of service issue.

"We have had proposals for 32 hours a week of class contact time from the employers. They clearly believe we are paid too much for too little. They would like to erode the voluntary nature of our duties. What has been happening over the past year was only the opening skirmish. The battle will be joined over and over again."

Information wanted

Once schools had to publish information about themselves, what would be the implications for teachers if a parent invoked the Trade Description Act? asked Mrs Elsa Hardy, executive.

Mrs Hardy was moving a resolution which recognized the intention of giving parents information on which to base their choice of school, but condemned its being a statutory requirement at a time of financial restraint. The conference passed the resolution after it had been amended to delete "the educational implications (of the new legislation) give rise to much disquiet".

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Further details from Stefanie Dacek, United World College of the Atlantic, St. Donat's Castle, Llanwrtyd Major, South Glamorgan CF63 9YF. Tel: 04465 2245.

Ulster Teachers Union conference, Co. Down, Paul McGill reports Help parents organize in the fight against further cuts, delegates told

A call for teachers to encourage parents to form public pressure groups opposed to further spending cuts was made this week at the annual conference of the Ulster Teachers Union in Newcastle Down. Mr Ivan Davidson, president also announced that all the major teacher unions in Northern Ireland accepted the principle of a Teachers' Registration Council and have agreed to set up a working party to help bring it about. "With support from the department and the area board we will be on course for professionalisation at last," he told the opening session on Wednesday.

He said the profession must enlist parents against the harmful effects the cuts were having on the services provided by schools. "We must ask them to bring pressure to bear to protect the educational interests of their children. Teachers for too long have given in the defence of education," said Mr Davidson, headmaster of a special school in Newtownards. "Mr Davidson predicted three very bleak years ahead and claimed that Lord Elton the Under Secretary of State for Education would be supervising "a when falling school rolls presented a glorious opportunity for development. In a challenging address he urged teachers to take the comprehensive education debate for polarising public opinion and

gesting as a solution the compromise of selection at 14-plus. The president made clear that the UTU would cooperate with the present system of selection at 11 - even if only passively - so long as the public still appeared to demand it. "Until this matter has been resolved we do not wish to further endanger the educational futures of any one year group by disruptive action but we must clearly state that selection at 11-plus is wrong educationally, socially and psychologically," Mr Davidson said.

Lord Elton, guest speaker at the conference, rejected the criticisms of government economic policy and claimed the alternative would be a recession which would make our present difficulty look like an economic paradise.

Turning the attack to teachers he said that the recent pay award of 7 1/2 per cent had set back the prospects of further improvements in the teacher-pupil ratio, and forced him to make extra cuts in the department's capital programme. "The presentation of this extra demand on my budget must automatically mean that the money must be found from elsewhere inside it. As a result this year some teachers will now be paid for with money which otherwise would have been paid to building contractors for putting up new schools and to educational supply companies for new school equipment," Lord Elton told the delegates.

School to work

English and maths seen as less useful by leavers on job experience schemes

by Philip Venning

School leavers who continue studying basic maths or English as part of a work experience programme are becoming increasingly doubtful of its value, according to a survey by the Manpower Services Commission.

The survey — of young people on Youth Opportunities Programme work experience schemes who get some form of off-the-job training or further education — is published in the Department of Employment Gazette.

It shows that a third of those who

do get training or education spend some of their time studying English or maths. In 1979 they were convinced of its usefulness — nearly nine out of ten thought the English teaching would help them get a job, and nearly eight out of ten thought the maths would do so. But by last year the proportions had dropped to 59 per cent and 63 per cent respectively. This put these traditional school subjects well below more vocational skills such as typing, interview tech-

nique, and learning about machinery and tools.

The survey shows that overall the number of young people on work experience who received education or off-the-job training rose from a quarter in 1979 to more than a third last year. Their chances were highest if they were with firms employing between 500 and 1000 employees (where half benefited), or in agriculture, forestry and fishing.

DE Gazette March 1981 £2.00

Why young graduates leave first jobs

Work experience courses to give final year undergraduates a better understanding of jobs in industry and commerce are recommended in a report from the Institute of Manpower Studies.

The report, by David Parsons and Rosemary Hutt, looks at the reasons why young graduates leave their first jobs in industry and commerce. A study of 650 graduates who had done so found that a third considered that they had been given a misleading picture of what their job would involve. The most common complaint was that their abilities were not being fully used and they saw poor prospects for career development. This may have been largely due to unrealistic expectations, the report says.

The authors suggest various ways of improving the recruiting process including short introductory courses, combined with work experience, for final year undergraduates; vacation jobs for students; and preview days when the students could meet those they would work with, rather than the recruiting officers.

The Mobility of Young Graduates, Institute of Manpower Studies, Report 26, University of Sussex, Falmer, Brighton £12.00

Fall in jobless

The number of school leavers out of work fell by nearly 6000 to 73,000 between March and April, according to the latest Department of Employment figures. But a sharp rise is expected this month when the figures will include Easter leavers. These are likely to be swollen by the fact that many young people who might otherwise have stayed on may have left early to beat the new ruling on supplementary benefits.

The drop last month occurred against a background of a continuing rise in total unemployment, and a low level of vacancies notified to employment offices.



Counter attack — young shopworkers get priority in £14m package.

Training plan for shopworkers

Young people who start work in low level jobs in shops and the distributive trade may receive training under a new scheme announced last week by the Distributive Industry Training Board.

This year the board is giving priority to young people in its £14m package of training grants.

The biggest innovation is the "new entrant traineeship scheme" for recruiting young people into jobs below craft or managerial level training. As a start 1000 young people aged 16 to 25 will be eligible for grants of up to £2240. There will be no entry requirements, but anyone

with qualifications higher than an A-level will be excluded. In the long term the aim is to develop the scheme into a recognised training scheme throughout the industry.

The board is also reviving its successful premium grants, to encourage the recruitment and training of young people, which was dropped in 1979. Grants of £1500 will be paid to 2000 young entrants.

The board will also be offering craft apprentices grant to help engineering and other craft workers who work in warehouse or maintenance of cash registers or other technical jobs in the distributive trade.

Call for wider tertiary system

Local authorities should be asked enough to set up a tertiary system open to all 16 to 19-year-olds, said Mr. Alan Farley, of the National Association of Teachers in Further and Higher Education, this week.

Addressing a conference of the Campaign for Continuing Education in the West Midlands, he urged local authorities to establish a unified, universal, comprehensive and continuing system of education and training for all 16 to 19-year-olds.

Such a system would require a huge expansion of education and training opportunities. But the practical difficulties could be overcome. If the chances to reorganize the education and training of 16 to 19s was not taken now, it could be lost for years.



Value of training schemes doubted by Nupe.

Union considers recruiting trainees on YOP schemes

The National Union of Public Employees is to decide next week whether to start a national drive to recruit young people on the Youth Opportunities Programme and other schemes for the young unemployed.

Like other trade unions Nupe has had growing doubts about these schemes and the extent to which they take jobs away from their adult members. At their annual conference next week Nupe will be considering several motions, which among other things call for a closer watch on the kind of jobs being offered.

They will also be deciding whether to run a campaign to draw more young unemployed into union membership in an attempt to fight for better working conditions on YOP schemes.

country, such as the North East, Nupe already has high membership among those on YOP and other schemes. This has been largely accidental. Elsewhere membership is minimal, but there are no national figures because in some places they are not distinguishable from ordinary branch members.

Earlier this month a group in Bristol, where many of the young unemployed are Nupe members, protested at what they called "slave labour" on YOP and called for a big increase in the YOP allowance of £23.50 a week.

The Government however is likely to resist any union demands for a larger sum — they see it as a training allowance, and not as a wage to be paid.

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Caution urged on open learning systems for the 16s to 19s

Open learning systems which allow students to work at their own pace, whatever their circumstances should be extended to the 16 to 19 age group only if there is proper guidance and counselling, a Government advisory body said this week.

Commenting on proposals from the Council for Educational Technology for an increased use of open learning, the Further Education Unit is cautious about including 16 to 19-year-olds in any plan. It points to the failure of the Open University's experiment with more able 16 to 19s, and the unit's own experience with the less able, and concludes that open learning would be suitable only if there was "significant guidance and counselling support".

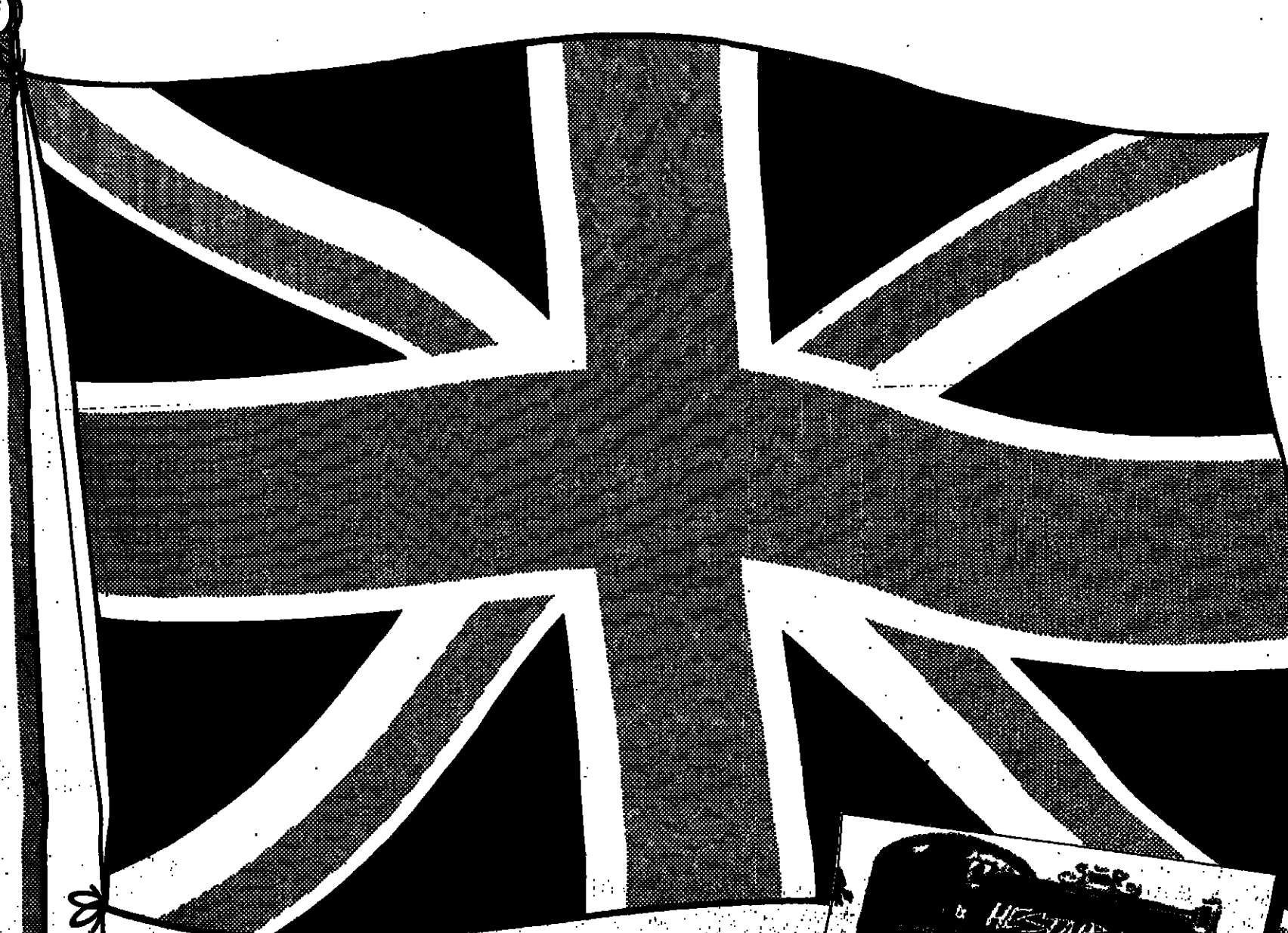
Though the FEU supports greater opportunities for the education and training of everyone over 16, whether in work or not, it is against putting too much

store by open learning experiments, such as an Open Tech.

It is opposed to the development of open learning in isolation from the colleges and training system, and feels strongly that it should not encourage distinct curricula, materials or methods.

One of the first questions that would have to be settled would be the entry qualifications of students; would those without formal qualifications be turned away, or should other factors, such as experience, be taken into account?

An open learning system would have to be flexible enough to be adapted for each individual student. For example, an over-concentration on individualised teaching techniques or distant learning might be counter-productive in some cases.



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United States/Clive Cookson

Abolition of equal dress code marks retreat of federal government

WASHINGTON: The new Education Secretary Terrel Bell is continuing his campaign to reduce federal interference in schools by cancelling a controversial regulation that forces local education authorities to maintain the same dress and appearance rules for boys and girls.

The regulation was issued in 1975 to implement legislation passed by Congress to eliminate sex discrimination in education. However it has been enforced only sporadically.

Dr Bell was acting to abolish the regulation because officials in the Education Department's civil rights office told him he would otherwise have to cut off the flow of federal funds to 50 school districts throughout the United States which maintain discriminatory appearance codes.

Most of the districts prescribe different hair lengths for boys and girls, although there are also districts which allow boys but not girls to wear denim jeans to school, or which insist that senior girls wear a brassiere - because of illegal sex discrimination under the present federal regulation.

"I just couldn't bring myself to sign those letters threatening to cut off funds," Dr Bell said. "The federal government has no business passing legal judgement on such things as the clothing students may wear to school, or the way they wear their hair or their beards. Decisions on these issues are often dictated by deeply held community standards and any interference by the federal government would be unnecessary and inappropriate."

Spokesmen for local education groups, such as the National School Boards Association, welcomed the Secretary's move. But women's groups condemned him for giving school officials a free hand to instill discriminatory dress codes.

"It is clearly allowing sex discrimination because it allows school districts to

set unfair rules that apply to one sex and not the other arbitrarily," said a spokeswoman for the Project on Equal Education Rights. "We have always maintained that these sorts of rules ought to be made by parents."

Indian groups were also upset with Dr Bell. Kurt Blue Dog, a spokesman for the Native American Rights Fund, said the Secretary was abridging "both the education and religious freedom of Indian boys and young men traditionally wear long hair to promote a positive self-image that helps them relate to their own cultural and religious heritage."

Although Indian tribes have very diverse customs in different parts of North America, the wearing of long hair is traditional among native groups from Alaska to Florida. "The clean cut American male is one who keeps his hair short but that is not true of the Indian and other cultures," said a spokeswoman for another Indian association.

Although Dr Bell was US Commissioner of Education when the controversial regulation was issued six

years ago, he says it was prepared by the civil rights office in the old Department of Health, Education and Welfare (HEW) and he was not consulted about it then.

President Carter's first HEW secretary, Joseph Califano, proposed killing the rule in 1978, for the same reasons as Dr Bell wants to get rid of it now.

But Mr Califano was sacked by the former president before he could do the deed. His successor, civil rights enthusiast Patricia Harris, revived the regulation and promised to enforce it, because "discrimination that stems from appearance codes can be as seriously damaging and demanding as other types of discrimination."

By law the education secretary must allow a 60-day period for public comment before eliminating the regulation, and Dr Bell expects it finally to disappear this summer. It is the second education regulation to be killed by the Reagan administration as an unwarranted federal intrusion into local schools; the first was a set of rules for bilingual teaching which the Carter administration had proposed last year (TES February 20).



Indian students: hair is worn long to promote positive self-image.

Peter Mauger on China's efforts to overcome the legacy of '10 wasted years'

Training and more training to raise standards

China is at present devoting great attention to teacher training. From 1949 to 1966 the number of children in primary schools rose from 24m to 116m, and in middle schools of all kinds from 1m to 14.5m. It was quite impossible for the training colleges and universities to provide trained teachers for these vastly increased numbers, and the majority of the new teachers were totally unqualified.

Formal education at all stages came to a halt when the Cultural Revolution broke out in 1966. When schools and colleges reopened around 1970, entrance requirements for training colleges were radically altered. The main criteria for selection became the candidate's political background, rather than academic ability. Entrance examinations, where retained, were a mere formality.

The result was a great increase in worker and peasant students with a relatively poor educational background and the new "open door" theory of education. "Taking society as their classroom," as it was called, they were designed to do away with the elitist system, caused a sharp drop in educational standards.

The Chinese now refer to this Cultural Revolution as "the 10 wasted years" in education, and claim that a whole generation has been lost. It is clear that educational standards will have to be drastically improved if the country is to achieve the four socialist modernizations of agriculture, industry, defence and education and technology by the end of the century.

Teacher education is being im-

proved both in quality and quantity. Fifteen new teachers' colleges have recently been opened, bringing the total in the country to 180. These teachers' colleges and universities prepare students to teach in junior and senior middle schools (age ranges 12-15 and 15-17 respectively), of which there are 162,000 with 59m pupils. Entrance to the four-year course is now by examination and character references from the candidate's senior middle school or place of work - an increasing number of students now enter higher education straight from school, 67 per cent in 1979.

Kindergartens and primary schools (with ages ranging from three to 12), with total enrolment 152m children, are staffed by graduates from secondary teachers' schools. There are some 10,000 of these training schools, with 480,000 students. Entrance to the three-year course, generally from junior middle school, is also by examination and character references.

In both types of teacher training institutions, courses are naturally much more rigorous and, because of the higher academic standard of the students, more advanced in content than during the Cultural Revolution. Pedagogy is once again taken seriously, and courses on child psychology have been reintroduced. Manual work has been drastically reduced, in some places to as little as two weeks annually, and visits to factories and communities are strictly geared to the courses studied.

Great efforts are also being made to improve the quality of serving teachers through refresher courses and in-service and on-leave courses taught by

the older teachers to raise academic standards, and some teachers are sent abroad for advanced study.

The Central Broadcast and Television University, set up in 1979, has refresher courses. The establishment of these courses and especially the setting-up of 20,000 full- or part-time Open University by a Chinese higher education delegation in 1975.

These considerable developments of candidates for teacher training and the status of teachers in society. As in the most favoured options in higher education, but with 20 candidates sitting for every place in higher education there is plenty of choice.

An editorial in the People's Daily last December called for a raising of

the social status and the wages of teachers, and the Ministry of Education has proposed the revival of a system of periodic examination of teachers, the award of academic titles such as "teacher of special grade" and "model teacher", and the granting of citations, medals and material rewards. This is a marked change from the precepts and incentives of the Cultural Revolution, with their emphasis on "serving the people" and "letting the masses lead" and the selection system favouring youth, especially the children of officials, technicians and intellectuals. There may well be less commitment to collective goals and more of a move towards careerism.

Chinese students and teachers have spoken to agree that the new policies may encourage these tendencies, but that the raising of academic standards is the crucial problem of the day.

Teacher training: improvement in quality and quantity

Australia/Bill Purvis

Tuck shops under pressure as obesity problem grows

SYDNEY: An Australian state government has warned school tuck shops to stop selling "junk" foods or face a legal ban on such products.

The warning came last week from Mr Paul Landi, Education Minister in New South Wales, Australia's most populous state. It reflects the growing concern in Australia about obesity and other symptoms of poor nutrition in many school pupils.

Mr Landi, 39, is one of the youngest ministers in the state Labour government and sets a healthy example by jogging regularly.

Many Australian schools run tuck shops where pupils can buy drinks and sweets. They have proliferated in recent years, often as fund-raising ventures and usually in competition with milk bars, which are often conveniently sited across the road from schools.

But obesity and other symptoms of poor nutrition such as dental decay, are increasing in Australia. In some states, such as Victoria and South Australia, education departments are implementing programmes of daily physical activity for all pupils. Dental clinics have sprung up in the past 10 years, based on the long-established New Zealand system, to help rectify tooth decay.

However the National Health and Medical Research Council, while supporting these, sees them as remedial options. The best preventive course is sound nutrition says the council, and it has called for tougher regulation of the advertising of processed foods and particularly of claims made in television advertising aimed at children.

In New South Wales it is estimated that about 40 per cent of school tuck shops have switched to health foods such as fruit juice, milk, vegetable sticks and fruit in preference to the Billy Bunter fare sold previously. Some of these shops, which have not switched, claim that to do so would result in their going broke. The children, they say, would simply transfer their patronage to the shop across the road.

Not so, says Mr Landi, who cites one Sydney school shop which made more than \$A10,000 (£5,500) profit last year without selling sweets or sugared soft drinks.

The school staff and volunteer parents who usually run the shops have until the end of the year to make up



Paul Landi... jogs regularly

their minds. After that deadline government will consider closing of tuck shops if there has been no significant improvement.

Mr Landi says he would like to see the present 40 per cent of healthy tuck shops at least doubled by the end of the year.

Mr Landi's warning came a same day the National Health and Medical Research Council called for tougher regulation of television advertising.

The council's spokesman, Ronald Thorp, said a working party has been set up to look into the advertising of foods directed at children. Professor Thorp said the working party had found that a better basis was needed in the kind of advertising on children's programmes. However he said this should not be imposed by regulation but by a set of principles and guidelines.

The council's submission on obesity is supported by most Sydney's largest children's hospital where 13 per cent of all admissions are treated at the hospital are overweight, apart from their health problems.

Those who claim food advertising is a major cause of this point to the fact that the food industry is expected to spend some \$A90m annually on advertising, compared with \$A1m for all national health education programmes.

The Australian Consumer Association this week called on the federal government to support the National Health and Medical Research Council's proposals on television advertising.

THE TIMES EDUCATIONAL SUPPLEMENT 1.5.81

Private lessons make some more equal

Jennifer Louis on how the Soviet Union is combatting the menace of equality creeping in through coaching and cramming

MOSCOW: Although hardly rating high on Intourist's excursion programme, a very good place for visitors to gain some insight into life in the Soviet capital are the notice boards for private advertisements.

Here Moscowites seek in an informal way to exchange their apartment or to sell an antique clock or to hire a maid. But most of the space is taken by advertisements of private lessons in mathematics, Russian history and almost the whole range of subjects necessary to pass college and university entrance exams. Many of these, it is important to remember, are taken orally, and hereby hangs a tale.

The demand for experienced teachers is as great as the competition for places, but it is not only their experience that is important. Another vital factor in the popularity of private teacher is whether he also works at the very place his pupil hopes to enter.

It is now current practice for professors to organize perhaps as many as 20 pupils into a group and to charge them between £6 and £9 each two-hour lesson.

The fact that it is these same professors who will examine the candidates during the entrance exam period in July and August has led to an attack upon what is justly called "hidden bribery".

Literary Gazette, which is published by the Soviet Writers' Union, tries to view the situation fairly. "It is up to every parent to plan their own budget and to try to give their children whatever coaching they want," it says. The paper has nothing against private lessons as such, but says that examining professors coaching their own candidates is definitely out of the question.

Compared with the official opinion of the Ministry of Higher Education on the subject, Literary Gazette is mild-mannered.

Alexander Trubitsyn, head of the Ministry's special department dealing with college entrance exam regulations, declares that those private lessons are not only hidden bribery. They place the school leavers, "into unequal categories, those whose parents can afford to buy them extra knowledge and those who are deprived of such advantages. We are very much against the additional preparation for entrance exams which has become a must for well-to-do parents in most cities."

This, he vehemently maintains, violates the democratic principles in which children in classless Soviet society are supposed to be being brought up.

Mark Ivanov, who has had much to do with the compilation of the new regulations, deplores this idea. "Perpetuating extra students to attend the lectures would have a very detrimental effect on those who deserved their places. It would lead to a competitive atmosphere instead of that team spirit we try to develop. It might well lead to personal antagonisms. Besides, those who fail to get in are very much needed in industry and agriculture, and the boys have to do their national service. We need to improve the entrance exams, not to devise a substitute for them."

Teacher unions feel strongly that the tour and all the anti-apartheid arguments accompanying it, while politically correct, "the little of schools" could disrupt relationships because of the very strong feelings held by teachers.

The Post Primary Teachers' Association has advised all members to avoid any official involvement with the Springbok team.

The New Zealand Educational Institute, which represents primary teachers, will consider a call from its members to enlist the aid of educationists in preventing the Springboks from setting foot in any school.

Members of touring rugby teams traditionally give talks to pupils at the invitation of schools.

According to teachers there are many other ways where the action of these schools could cause conflict. These include the offer of practice or changing facilities to the tourists, the adoption of players by the schools, organization of school parties to attend Springbok matches, and the position of school rugby coaches who would oppose the tour.

Urging streaming within rather than between classes, and more diversified language teaching, the report contains many of the ideas of Mr Jaakko Numminen, a senior civil servant, whose views on the future of the school were outlined in The Times Educational Supplement recently (April 2).

All comprehensive, senior and evening schools should have a board with a majority drawn from parents selected by the local council, and the present system of school councils should be scrapped in favour of more informal cooperation between pupils

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NZ/Lindsay Hayes

Funds furore threatens school polls

WELLINGTON: A furore over primary school funding is likely to jeopardize the coming school committee elections. The elections, which will be held simultaneously in the country's 10 education board districts, conclude next week, when theoretically 2,277 school committees will take office for a two-year term.

In the past existing office bearers have been in the main re-elected. This has been interpreted either as a reflection of public apathy or satisfaction with those already in the chair, depending on the observer's viewpoint.

This time, though, many of the willing force of unpaid workers who claim they are fed up with the funding battle and the attitude of the minister are pulling out.

Their disillusionment is due to a continuing battle over school finance with schools claiming that they have to raise a minimum of around \$NZ253,000 a year to make up the deficit between the state grant and actual running costs.

They complain that the money they have traditionally raised for extras is now going on such elementary items as toilet paper and cleaning materials.

The funding problem was brought to a head this month when several schools in the capital said they were near bankruptcy. The Minister of Education, Mr Merv Wellington, responded by directing his departments to examine committee accounts.

He subsequently reported that the schools were receiving enough money and suggested that the committees in question work in closer harmony with the controlling authority, the Education Board, in managing their finances.

This caused a storm of outrage in the board, which runs regular training seminars for school committee treasurers. The eudgels have since been taken up by school committee and boards throughout the country who endorse the Wellington call for more money.

Angry telegrams have been sent to the minister demanding the immediate release of a national report on primary school financing, commissioned by him last year.

It has been suggested that, to compensate, even more students should be accepted initially. For instance those who failed the entrance examinations by a small margin only should be allowed to prove that it was only due to an attack of nerves or some personal inability to charm the examiners at the critical moment.

Mark Ivanov, who has had much to do with the compilation of the new regulations, deplores this idea. "Perpetuating extra students to attend the lectures would have a very detrimental effect on those who deserved their places. It would lead to a competitive atmosphere instead of that team spirit we try to develop. It might well lead to personal antagonisms. Besides, those who fail to get in are very much needed in industry and agriculture, and the boys have to do their national service. We need to improve the entrance exams, not to devise a substitute for them."

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and teachers.

Urging streaming within rather than between classes, and more diversified language teaching, the report contains many of the ideas of Mr Jaakko Numminen, a senior civil servant, whose views on the future of the school were outlined in The Times Educational Supplement recently (April 2).

All comprehensive, senior and evening schools should have a board with a majority drawn from parents selected by the local council, and the present system of school councils should be scrapped in favour of more informal cooperation between pupils

The Netherlands/John Richardson

Reform one step nearer

THE HAGUE: Major school reform has been brought one stage closer in The Netherlands by the approval by the lower house of the Dutch Parliament of the introduction of the new Dutch basic school for children aged from four to 12 years. It is probable that the upper house will now follow suit.

Dr Arie Pais, the Dutch Education Minister, successfully defended the passing of the Bill, but doubts are being expressed as to whether the introduction of this new school type as a general measure for 1983, as was originally planned, is a realistic time scale to adopt.

An important amendment was passed, giving guarantees for the survival of small schools in small towns and villages. This proposal came from the Liberal Party and the Christian Democrats, the ruling coalition parties, but Dr Pais, who is himself a Liberal, opposed the amendment on the grounds of cost.

A series of amendments proposed by the Socialists, the largest of the opposition parties, called for decentralization with more power over the schools being given to the local authorities. These changes were not adopted.

An amendment insisting on a compulsory structure to ensure close cooperation between basic schools and special schools for the handicapped, was adopted.

The present regulations governing the closing of small schools involve the numbers on roll dropping below 125, 100, 75 or 50 for three years in a row. (The four different numbers apply to local authorities of different sizes.)

The new figures in the amendment are 70, 60, 40 and 20, when there is no school of a similar denomination, or lack of denomination, within a radius of three kilometres from the threatened school which may be Catholic, Protestant or state organized.



Dr Arie Pais... cost cutting

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Letters

Exams reward thinking Effective sixth

Sir, — When Harry Rée writes that "CSE... Mode Three can draw out a child's natural curiosity, and can encourage interesting teaching in a way O and A-level courses seldom can" (April 10) he is doing a grave disservice to the OCE examinations and the many teachers who prepare children for them in interesting and challenging ways.

It is true and false to claim that such examinations simply demand factual recall, valuable as accuracy in factual recall is. Certainly, in English what you are preparing and enabling children to do is to find and develop informed opinion related to textual study and a body of critical evaluation which deserves to be taken into account.

The examinations ask for and encourage the evocation of agreed response, but, more fully, do not encourage the kind of self-indulgent and immediate, creative response that many of their detractors would like to see replace the more considered approaches of O and A-level. The mode of assessment for these examinations does not demand note taking as a teaching method.

Pupils are rewarded for thinking in the context of conflicting opinion and criticism. A-level English is a training in logical thinking and a training in properly respectful thinking, a far cry from the egotistic free expression which

many would like to see replace it. Studying for A-level can be a process, at once humbling and enabling. It stems from the pupils for once being put in contact with something greater than themselves. Relating to that "something" may be a struggle, but a very valuable one in the end.

GERAINT LLOYD-EVANS,
54 The Wick,
Bengeo, Hertford.

Sir, — In his article "New models for old" (April 10) Harry Rée says that "the subjects they — the new model teachers — studied as students may still mean much to them and often inform their teaching". Often? It is a matter for commendation that these new giants of the profession sometimes actually teach the subjects in which they were appointed? What do they teach the rest of the time? And with what authority? It is not very clear from the article, except that we are told they show themselves as "undisguised human beings". They're teaching how to be human?

When Dickens created M Chokum-chid he was satirising not only a style of pedagogy, but also the arrogance of the pedagogue; and this, it seems, persists, whatever the model.
ESME RUSSELL-MITRA,
17 Charlton Road,
London SE3.

No organization can hope to be all things to all people and I believe firmly that SHA is weakening rather than strengthening itself by seeking to appease those within its own ranks who are implicitly and, indeed, explicitly attacking the real achievements and potential of 11 to 18 schools.

By all means, let us be understanding of the position and ambitions of principals of sixth form and tertiary colleges. I have, however, a similar right to expect from them an acknowledgment that any sixth form of over 300 is ineffective in the work it is doing and an entirely proper and desirable structure for the area it serves. I am afraid that I can seldom read such understanding into the numerous and extreme utterings of the college lobby.

A.B. DANIEL,
Headmaster,
Gowerton School,
Cecil Road,
Gowerton,
Swansea.

Marion Glastonbury writes:
"Assessing Language Development" by Wilkinson, Barnsley, Hanna and Swan has already been the subject of a lengthy review by Dr Ron Carter of the University of Nottingham. (*The TES*, 20 February 1981), but public interest in children and their expression extends beyond the academic domain, and I would argue for public rights of access to professor Wilkinson's field.

Experts — even a quartet of psychologists — hold no monopoly of truth; they may indeed endorse each other's fallacies, ignoring the philosophical and literary implications of their work, and disavowing debate with outsiders who find the current orthodoxy contrary to reason and experience.

For my part, I can readily accept Piaget's hierarchy of cognition which enables 10-year-olds to place dolls in serial order, but, for the life of me, I can't believe in a reductionist taxonomy which claims to arrange children in the same way, measuring, from samples of their writing, successive increments of moral and affective growth.

As such a reviewer, you must first give the reader confidence that you are an authority in the field. This reviewer does so by speaking of our work as "one of many attempts" to provide a scientific rationale for writing. This gives no indication of what is distinctive about our approach which looks at cognitive, emotional, moral and stylistic development. This has not been done before, and a reviewer who knew the field would be bound to comment on it.

Having established your credentials you can then square up to the writers' basic premises and show how flimsy they are. Miss Glastonbury challenges the notion of development. Do we really grow in a neat ameliorative sequence, she asks. In fact "neat" development is her words; we stress breaking on the beach. But in fact nobody, in their senses, can really question some notions of development, and Miss Glastonbury is dimly conscious of this, so she turns from logic to rhetoric: is not the child "invariably running before it can walk"? she asks. The answer to this silly question is "no".

Now it is time to put in a less serious paragraph to maintain your reputation for lively journalism. A good technique here is to distort what the writers have written and then mock them for it. Thus Miss Glastonbury makes out that we depreciate young children's abilities, saying that they are "emotionally inarticulate. Incapable of metaphor". What we do say is that it is hard for them to express feeling or use metaphor in writing; quite a different matter.

And now, having got the reader enjoying your delicate malice, you are in a position to mount the major attack. Why should you say anything positive? — the book only represents several years' work for four people, with others contributing. In this case

Miss Glastonbury seizes on the authors' regard for hypothetical-deductive reasoning, and says they seek images of themselves in the young writer. This suggestion that we are merely being narcissistic is to ignore the fact that such thinking is the basis of modern western culture. Coupled with this the reviewer suggests that we distrust the "concrete and creative". This view can only be taken if the reviewer has failed to read chapters 4.5 and 9 of our book, concerned partly or wholly with the development of feeling and creativity.

Finally, as a reviewer in this style, your conclusion ought to be swift and dismissive. Once again you travesty Miss Glastonbury's own findings as a grading scheme, ignoring our explicit statement that we regard assessment as essentially a teaching device. Then you can finish with a rather nasty metaphor which the sub-editor can pick up as the largely meaningless but deeply offensive lingo: growth of the pig ("pigs" in this context can only mean children).

ANDREW WILKINSON,
Professor of Education,
University of East Anglia.

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And now, having got the reader enjoying your delicate malice, you are in a position to mount the major attack. Why should you say anything positive? — the book only represents several years' work for four people, with others contributing. In this case

theocratic comprehensive schools which are emerging to dominate provision in three of ILEA's educational districts. It is the only honest answer from which to discourage Muslim, Indian or Asian groups wishing to set up their own voluntary schools.

Our resolution also carries one implication. We would want to see many more secondary schools in parts of the country multi-cultural, denominational because of the children who attend them. Recent events in Britain remind us that children should be educationally segregated in socio-economic, ethnic or religious ghettos as a consequence of social policy or the lack of it.

The plan I have set out so briefly clearly raises many, and some major, questions of detail but we believe these reforming proposals can ultimately be acceptable to all those who feel the FA Act has become an incubus holding up ecumenical progress towards a democratic, multi-cultural schools system and society.

R.E. THORNBURY,
37 Gleebe Place,
London SW3.

Good practice

Sir, — I wish to take issue with Whitford Tumim regarding some of her remarks in her review of *The Schools Council's "Language Development Project"* (March 27).

Mrs Tumim advances the all too frequent misinterpretation of psycholinguistic theory in stating that "conditioning", "familiarity" and "constant practice" are not "keys to language learning". She advocates what she puts as an alternative point of view, namely, "that human beings are born equipped with strategies for deciphering and forming the rules of the (language) code" and that, therefore, hearing-impaired children "must be given the opportunity to master the skills of processing language themselves".

It would be hard to see the theoretician or practical teacher who would advocate language teaching solely through drills and imitation. Virtually all would strongly stress the importance of the cognitive, pragmatic and conversational bases of verbal language.

However, we have been in danger in recent years of throwing out the baby with the bathwater. Familiarity and constant practice are of critical importance in language learning contrary to what Mrs Tumim suggests.

The notion of an innate "language acquisition device" whilst relatively new in psychology is "old hat" to neurologists who have known of surgery from the time of Broca's work (1861) that brain structures subserve language function. Nevertheless, French children still learn French and English children English.

If brain strategies were able to form the rules of language out of minimal language experience we would not have the marked language retardations of socio-culturally deprived children at commencement of schooling which research repetitively shows.

All children, and the hearing-impaired particularly, require abundant familiarity and constant practice if they are to acquire mastery of language functions. The same applies to speech as Ling's work has clearly reiterated. The types of misinterpretation in language theory and practice repeated by Mrs Tumim are a serious matter. They are responsible for the absence of effective language and speech practice in many current educational programmes including those for the hearing-impaired. They thus contribute to poor language learning rates of many of these children.

Well-planned and meaningful familiarity and practice are essential features of effective language learning programmes.

J. J. FISHER,
Co-ordinator of Education of Children with Impaired Hearing,
State Educational Assessment and Guidance Centre for Children with Impaired Hearing, Peppermint Grove, Western Australia.

Alternative study

Sir, — For too long now, most schools have had little or nothing to offer the average child, by which we mean the pupil who is going to obtain a first CSE grade three and four, in the sixth form. In time of high unemployment, perhaps this has no matter so much, but now, and for the foreseeable future, the choice for these pupils is either the dole queue, or some form of further education at a college. At Monkseaton High School, we are introducing a new, coherent course, which we believe offers a viable alternative.

Basically, it consists of two City and Guilds foundation courses, engineering and business studies. Students will spend nine hours per week in either of these specialist areas (including four hours on a link course at the local college of further education), four hours in communications (basic English and maths), one hour in careers, two hours in an appropriate science subject, and two hours in environmental studies, geared very precisely to such topics as industrial location. A further two hours is spent in a wide range of optional activities, as specified by City and Guilds, and one hour in general studies, with the rest of the sixth form.

It is in the time allocation — that the value of the course becomes obvious, because by keeping it to a maximum of 21 hours, the students are entitled to draw full supplementary benefit. In other words, students for whom we have never before catered can come back to school, without making the considerable financial sacrifices that would otherwise be the case. In the North East, this is a major consideration.

For anyone considering the introduction of such a course, the appropriate document is the Supplementary Benefits Regulations 1980 (Conditions of Entitlement), paragraph seven sub-paragraphs one and two. The DHSS writes:

"The conditions which must be fulfilled for supplementary benefit to be payable to part-time students under 21 are summarised below:

1. The claimant must not have given up work or abandoned a full-time course to do a part-time course.
2. The course calls for part-time attendance of not more than three working days a week, (or six half-days or twenty-one day-time hours spread over any number of days).
3. The claimant must continue to register at the careers office, Job Centre or employment office, and he must remain available to seek, pursue and take up at once any suitable work.
4. The claimant and the principal must accept that the claimant must have to terminate his studies at any time, even just before examinations.
5. The claimant must not be undertaking a day-time course of study leading to a recognised qualification which he is determined to complete regardless of any employment opportunities which may arise. He must be interested primarily in filling his time usefully until work becomes available and only secondarily in the possibility of

acquiring qualifications."

We are not claiming to do anything new, but feel that this possibility should be given much wider consideration than it has at present. It is a partial solution to the problem of falling rolls, and, more importantly, it offers to students an alternative to the stultifying boredom of unemployment. It is even possible that it may go some way to counter the rise in juvenile crime, for which unemployment is the easiest and most common excuse.

KEITH BARDGETT,
Senior Master,
Monkseaton High School,
Whitley Bay,
Tyne and Wear.

Career statistics

Sir, — Bryan Waites article, "Career trends", relating to geography graduates (April 10) was most complacent and poorly researched that I am forced to respond to put the record straight.

I am particularly dismayed to see anyone basing the core of an article around statistics which are more than four years old. Employment changes have been most dramatic in the intervening time and any discussion of such opportunities should surely present current evidence for credibility if nothing else.

I would also advise Mr Waites against using an article so hazardously laced with contradictions. How can he justify saying on one hand "cuts in public expenditure have resulted in fewer opportunities in the North East, this is a major consideration."

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Having worked in a centre for five years, I would say that what they have to offer that is unique is: that they are social meeting places for all those parents in their area with young children, that they offer a variety of forms of professional expertise and skill and that they are open every weekday, and all year round from approximately 8 a.m. to 6 p.m.

At the Dorothy Gardner Centre, our health clinic serves a vital linking function with the community. We have two sessions a week run jointly by the Thomas Coram Research Unit and the area health authority. This means that all the children in our catchment area come to our centre to attend the clinic from the time they leave hospital after birth, until they go to infant school. The results of the Thomas Coram research findings will soon be published. We have been given advance information about certain aspects of their conclusions, two of which I feel it will be appropriate to mention here. They have established that compared to a national average of 50 per cent, attendance at the centres is 98 per cent even after the age of two, which means that virtually every abnormality has been detected before the child reaches school age. They have also established that there are a significantly greater number of mothers breastfeeding their babies in the catchment area of the two centres investigated.

I hope that the other centres will let the public know what is valuable about their set up and that centres do work in providing the composite facilities they are designed to offer.

It seems self-evident that parents find it easier to establish sustained and significant ties with a single umbrella organisation than with a number of unconnected and physically scattered establishments. The cost of this comprehensive service is no greater than the cost of running the individual conventional units and the improved quality of life to the people concerned and the benefits of preventive medicine and supportive care are considerable.

Centres do work, they are working now and we are prepared to struggle with the problems because we can see them working better next year and even better thereafter.

V.H. KOTZEN,
Head teacher,
Dorothy Gardner Centre,
293 Shirland Road, London W.9.

Danger to Church

Sir, — The *TES* recently published (March 27) a report about the proposals by the Roman Catholic education authorities in Liverpool to reorganise secondary schools. Quoted is a Mr Birkenhead, a member of the working party which drew up the report.

He mentions particularly the activities of the staffs of the All Hallows schools, Speke, who have been very active in the campaign against the plans drawn up by the working party.

In his remarks Mr Birkenhead makes many inaccurate comments. He implies that All Hallows schools are inner city schools. They have, in fact, the distinction of being the farthest from the city centre of any Liverpool schools.

He claims that in Liverpool Catholic grammar schools are large and Catholic secondary modern schools are small. This is not true. Including schools on adjacent sites, according to figures provided by the Catholic authorities, there are only seven forms of pupils in Liverpool with five forms of pupils in Liverpool or greater — big enough to form single site comprehensive schools.

Of these seven campuses, two are at present grammar schools, six are at present secondary modern schools, and one is a secondary modern in the process of giving its building to a grammar school.

Of these seven campuses only four are to be used by a single school. One campus is to be used by two split site schools, one campus is to be half used, and one campus is to be closed down. If any of your readers would like to contact me I will supply the details.

The tragedy in Liverpool is this. The main criterion which we can guess the working party used in its deliberations — and we can only guess since they make no attempt to justify their conclusions — is that of ensuring that working class areas and middle class areas are kept separate wherever possible.

Thus we have the claims by Mr Birkenhead that no one can be expected to send their children into Speke (a large housing estate) to be educated. This sort of statement made by people of authority in the Church will damage not only the future of schools in the large housing estates in Speke, but also the other area of large Council estates, which will under the proposals be served by a school centred on De La Salle grammar school — a school of which Mr Birkenhead is a governor.

The activities of the authorities in Liverpool are in danger of bringing the Church into disrepute — I hope they will take the advice of the teachers in their schools and seek a more sensible solution to their many problems.

I write this contribution not solely as an informed careers advice writer but as a co-writer of a booklet on information sheet "Opportunities in Geography", used nationally in universities and polytechnic careers services, and as a geography graduate myself.

DEBBIE CATT,
Careers Adviser,
The Polytechnic of North London

Bryan Waites was asked to summarise and not comment upon the article on which "Career trends" was based. This article, written by Professor R. Lawton in collaboration with the Geographical Association and the Royal Geographical Association, first appeared in the July 1980 issue of *Geography* — Editor.

Back to Boulogne

Sir, — As a member of the group of teachers and advisers who went to Boulogne on the course so badly misrepresented by Mark Jackson ("French without pupils", April 10), I may try to put the record straight for the benefit of all who took part in the

channel is totally pointless unless the whole thing is carefully planned in detail beforehand, is efficiently supervised by teachers and adults on the spot, and subsequently followed up in the classroom.

The whole purpose of providing this course in Boulogne *without* pupils was to enable teachers to get to know the town at first hand to ensure that pupils of all ages from 10 to 18 have something useful to do while they are there and to take back with them, including the rewarding experience of having successfully tried out their French for real.

PETER SATCHWELL,
Inspector for Languages,
Surrey.

Sir, — It is a pity that Mark Jackson did not attend any of the lectures or seminars organized for participants during the Boulogne Field Study, ("French without pupils", April 10), as he might have been more appreciative of the tremendous range of ideas and output of work that this course inspired. Participants prepared schemes of work and carried out on the spot assignments to be evaluated back at school; one I.e.a. group concentrated on photography destined to become a film strip on the town with commentaries at different levels.

Certainly the "daylight hours for café sitting and shopping" referred to by Mark Jackson were few; had they been otherwise, it is doubtful whether the output outlined above would have been as prolific. The course organizers had no intention of subsidising any shopping spree! The aims of the course were made clear to all concerned from the outset: namely to give teachers a first hand knowledge of a French town and its immediate area; to furnish them with practical suggestions aimed at planning a visit to France with varying age groups; to give the opportunity of acquiring actual material in preparation for and follow-up to the visit abroad.

ALEX ALBANI,
Head of Languages,
Evelyns Comprehensive School,
West Drayton.
Course leader and organizer to Boulogne Field Study Visit.

Alternative models

Sir, — In your issue of April 10, you published a report referring to the appointment of Professor Harvey Goldstein as a statistical adviser to the National Foundation for Educational Research. The report noted that Professor Goldstein is known to oppose the use of the Rasch model of statistical analysis which has been one of a number of statistical techniques employed in describing the performance of pupils in the APU surveys of language and mathematics. Your correspondent stated that the use of the model was now to be dropped.

It is our understanding, as the project leaders of the research teams involved, that Professor Goldstein has agreed "to cooperate in seeking to develop alternative approaches to the problem of investigating changes in pupils' performance over time". It is possible that such inquiry will eventually result in the development and application of alternative or complementary models of analysis to the Rasch model. This, however, is a matter for future consideration and decision.

D.D. FOXMAN
Principal Research Officer,
Mathematics Monitoring Project,
Dr. T.P. GORMAN
Principal Research Officer,
Language Monitoring Project,
National Foundation for Educational Research in England and Wales,
Slough, Berkshire.

Curious attitude

Sir, — The letter about Kirklees Education Authority's home too gentle treatment of Mr. Keith Gentile (April 17) highlights the curious attitude which develops in education generally, in private industry, a person of Mr. Gentile's proven calibre, experience and

expertise would have been recognized and suitably rewarded, both financially and managerially. The same basic principle — of recognizing and valuing excellent people — rarely seems to be part of the framework of thinking for those who are corporate managers.

From the letter written by Messrs Clement, Goodman and Thirwall, teachers and others in the fields of education recognize the unusually gifted educator among us. From my own experience I know the depth and thorough mastery of his knowledge, and the high degree to which he has attained the skill of showing those of us with restricted vision the wider vistas of the possible in art and education. He has mastered the art of showing and inspiring; of leading and guiding in the most gentle way possible.

I feel a profound private and professional grief to see yet another example of the blind insensitivity to the true needs of excellent education that we humans exhibit when we unite into committees.

J. LYTLE,
Deputy Head,
Moorfield C.J. School,
Lyndhurst Ave. Hazel Grove,
Stockport, Cheshire.

Worse ratios

Sir, — Contrary to the information in the item on local authority budget plans (April 17), Cheshire will worsen its pupil teacher ratio for 11 to 18-year-olds by at least 0.5 in 1981/82.

The county's policy is to reduce teacher numbers proportionately more than falling rolls. In 81/82 there will be a loss of 134 teaching jobs in secondary schools because of the change in the pupil teacher ratio.

EDMUND TINGES,
23 Harwood Lane,
Trevelyn Park,
Rossiter, Clwyd.

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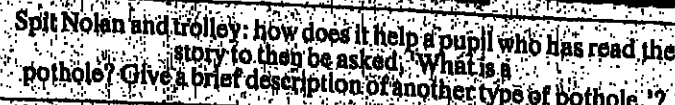
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Roger Knight is lecturer in education, University of Leicester School of Education.

A lore unto herself

Heather Neill meets Amabel Williams-Ellis whose latest collection of folk tales has just been published

Amabel Williams-Ellis narrowly missed being christened Amabel after an eighteenth century ancestress. It would not have been an altogether inappropriate name, though even now, at nearly 90, she is a million miles from taking a sentimental view of life. (She still rollichs her late husband's definition of sentimentality: like eating caramels to excess in a moonlit church.) Instead, she is humorous, down-to-earth, endlessly enthusiastic and forward-looking—all qualities which must have helped a good deal over the years with her passionate interest in collecting, preserving and telling folk tales from all over the world.

Lady Williams-Ellis was introduced to folk tales at the age of 11, when they were an attraction at children's parties. With a French mother and an uncle who lived in Somerset she began with a rich, mixed folk culture background. She later married the Welsh architect, Clough Williams-Ellis (founder of the famous architectural pot-pourri, Portmeirion, in North Wales) and travelled the world with him. "He had to make measured drawings and so-on, so I used to do various things to amuse myself". Collecting folk tales was the most important of these activities. She loved the tales for themselves, but listening to them also gave her instant and easily-justified access to ordinary people, even in countries where the political situation was so unstable that conversation with foreigners might be closely vetted.

While valuing her role as wife ("I was married to the same man for 63 years and it was very nice!") she has always had a career of her own as writer and journalist, including a period between the wars as literary editor of *The Spectator*. And besides being a collector, she has the

quite different qualities of a good story teller. While the collector in her is anxious to conserve, the story teller is able to bring a tale to life for the youngest audience and does not allow academic considerations to strangle the proper storytelling habits of embroidering and developing a tale. This does not imply sloppiness as she will go to endless lengths to ensure accuracy: would that tribe use a woven basket or a calabash? Does a leopard roar or cough? The answer might be found in conversation with the informant (as the source is called) or at the British Museum.

Nowadays, widowed and living five miles from Portmeirion, her thoughts are all for the future. She is deeply concerned that the young in Britain who come from other cultures should learn to value what could so easily be lost. Besides groups who have been here for some time, perhaps generations, there are the newcomers, like the Vietnamese Boat People. Lady Williams-Ellis travels less, now (though she still makes many young people from other countries in her capacity as one of the vice-presidents of Coleg Harlech. She has helped many students, often African, especially young women, to gain bursaries to study in Britain and she is still adding to her collections. She tells of one Nigerian Marxist who objected to her interest in the "untrue and foolish" tales of his part of Africa. She quoted Gorky's opinion of the people and it wasn't long before he was making a contribution too.

The Story Spirits features many African tales, as well as Caribbean, European, Asian and



The insomniac Harun al Rashid is entertained by Ali the Persian in "Two lars and a wonderful night". The *Story Spirits*. An example of storytelling at its most practical.

Middle Eastern ones. The title story has an obvious moral which the reader is meant to take to heart: a young man in the Far East is punished for hoarding all the stories he is told in a leather bag and refusing to share them. Most people in Britain have heard of Anansi the crafty spider whose doings are recounted in thousands of versions in Africa and the West Indies, especially Jamaica ("Jamaica is best for Anansi stories as Trinidad is for steel bands") but perhaps few people outside the West Indian community realise how wide the variety of stories is. There may even be some which have grown up within British families and never been recorded.

The Story Spirits has a variety of sources, some academic, some personal. The notes (brief, but helpful to teachers) cite, for instance, a Mr Hollett who was once manager of the

Roaring River Estate in Jamaica. He was a believer in magic with a fund of old tales. Occasionally, a story cannot be commended to print. Lady Williams-Ellis twinkles at the story of a young Jamaican woman with a botany who told her a story so indecent that it could only be enjoyed in private.

Folk tales can best be appreciated, as Amabel Williams-Ellis, by a child or an adult, is from children, especially of primary age. She hopes to stimulate a response, to do stories in exchange for the ones in *The Story Spirits*.

The Story Spirits is published by Heinemann (£5.95) and will be available in Piccolo paperback in 1982. Look out for a folk tale supplement in the Sunday Times colour supplement. Start Here section in the next few weeks.

View of the left bank

Anne Corbett on French politics

The Long March of the French Left.
By R. W. Johnson.
Macmillan £20.00 and £8.95.

The Left has not been in power in France for over 30 years. Why in a modern democracy, has the Right not been forced to release its grip? How in particular do you explain the Left's evolution since 1968: it was crushed after the "events", by 1975 it appeared to be invincible with socialists, communists and a left-centre party agreeing to a "moderate" reformist, in 1976 it was defeated and fragmented again. It had failed to win the legislative elections. And what does a study of the Left augur for the present presidential election and the rest of the 1980s?

R. W. Johnson treats some relatively well-trodden soil both in asking the questions and reaching his conclusion, that probably the changes of the last 10 years are still not enough to get the Left to power, though it is to win it is more likely to be at a presidential election rather than a legislative one.

What makes this book outstanding is that it

confrontations and minor vignettes of the daily political round (Example from a major economic debate in the national assembly in 1978. The communist party secretary, George Marchais, stands up to speak. The Prime Minister Raymond Barre immediately walks out, saying "I am going to work.")

Johnson demonstrates the paradoxes of the French political structure. The old Left-Right battle lines centred on the Left's defence of the Republic versus the Right's defence of the Catholic Church and, disappearing as France became a secular state, the religious and ideological divisions of the Left's defence of the Republic (Gaullists on the Right, communists on the Left) are crumbling. The beneficiaries have been a socialist party with Marxist vocabulary but a reformist heart (effectively the evolution of François Mitterrand, in 1971, rescued from the ashes of a discredited and divided non-communist Left) and the apparently reformist, Valéry Giscard d'Estaing. They now pick up votes from right across the country, even from traditionally hostile territory.

You might expect that victory would now lie with whoever can win the centre. But so far the electorate has refused. Quadrilateral politics have replaced bipolar politics, votes are being galled around the 20-25 per cent mark for the four big groups. And though in Parliament the Gaullists may flirt with socialists and communists on particular issues, when it comes to appeal

ing to an electorate they still have to respect the traditional Right-Left divide. Arithmetic therefore continues to dictate that the Socialists must find a strategy which will not deter all Communist votes (and Giscard has a similar problem with the Gaullists).

Johnson advances three reasons for this apparent stalemate. The constitution evolved by de Gaulle during the crisis of the Algerian war continues to favour the Right - and has been used unconstitutionally to bolster it still further. A French president has powers unrivalled in the western world, to the detriment of parliament and parties, and thus particularly the Left.

Second, there is a social structure with what he describes as a Latin-American flavour: the continued existence of an exceptionally privileged bourgeoisie, patterns of income and wealth distribution more typical of a developing country than a modern industrialised one, massive inequalities in housing, education and health care. This helps to maintain votes along class lines (though de Gaulle, the national hero, once had substantial working class votes).

Third, and this for Johnson is the key, there has been the turning and twisting of the French communist party (PCF), ever since 1944 as it has adopted different strategies to remain a mass political party: part of the post-occupation coalition government from 1944 to 1946, which launched the post-war social and economic reconstruction and its removal became the American condition for granting Marshall Aid; isolated in the 1960s under an apparently open party secretary backing the socialist candidate (Mitterrand) for the presidency in 1974 instead of fielding a Communist; active in promoting a common programme of the Left from then on, then ditching it six months before the legislative elections.

Johnson follows the socialist interpretation

that it was the Communists who destroyed the programme (the PCF denied it) and that it was basically the statistics of membership and voting intentions which determined it on that course. It was the ultimate defensive strategy to ensure its survival. The more positive vision of democratic and national Eurocommunism would attract new Left wing votes (failed to do the progress of the fast expanding Socialist party). The PCF saw itself being reduced to a fringe party of the Left, and fought desperately to prevent this happening (The recent bulldozing of a voters' immigrants' hostel, the anti-drugs campaign and other brutally framed appeals to a working class vote can be seen as a continuation of this policy).

I do not quarrel with Johnson's view that control of power and institutions remains firmly in the hands of the Right and that is what is likely to be decisive for the presidential election in 1981. But, seen from the French end, it seems that there is more change and more tension than Johnson gives credit for. For example I think that the fringe parties of the Left have had more of an influence on the political climate than he credits (he does not even talk about nuclear protest). I think some of the comments on the social structure are misjudged (he rates heavily on English language source material here which is out of date) and does not take sufficiently into account the government's gamble that keeping up the standard of living is an effective alternative to pursuing more egalitarian policies.

But these are quibbles over a solid 330 page book which shows an amazing mastery of detail. At a time when much of the British nation would like to bury the flapping French and all the politics under the nearest butter mountain, R. W. Johnson's sparkling guide to French politics and personalities over the last 40 years stands out as a powerful plea for a more rational and sympathetic reaction on our part.

A history of long-standing neglect

Tom Corfe reports on last weekend's polytechnic conference on the Irish in Britain

The explosive opening to proceedings of the "Irish in Britain" workshop was no more than the inevitable and unregretted collapse of the amplifying system. But some of the excitement thereafter was only marginally less explosive. Given the unstable mixture of emotions, ideologies and races mingling around in North London Polytechnic last weekend it could hardly have been otherwise.

Productive chaos was the order of the day. The History Workshop formula brought happily together anyone and everyone whose interest in the theme was lively enough, regardless of the nature of that interest. So historians mingled with sociologists and scholars with teachers; and academics as a whole were outnumbered by those who came because they wanted to know or to talk, or perhaps because they had an Irish grandmother or an Irish name.

One theme recurred. Those of Irish origin or sympathies regretted or resented Britain's long-standing neglect. Only in time of trouble, it seems, do the Irish attract attention, and then it is hardly sympathetic. If this was true of the nineteenth century, it is equally true of our school textbooks on that century. The ignorance and prejudice so often apparent then seemed all too often evident to most participants even now.

Just how much did Irish labour (and perhaps Irish capital) contribute to the transformation of Britain's economy and society? Just how many Irish did settle, how many stayed, how many descendants did they leave? We know of the canal and railway-builders, the harvest labourers and farm-workers; they were a vital element in the fabric of society, yet just how large and how significant remains obscure. They were regarded by their fellow workers, by newspapers and by magistrates with distaste, contempt or hostility. They have still not found their historian. The swelling flood of Irish historical study over the past two decades has



so far largely ignored the Irish in Britain. Alan O'Day led the way in pointing the contrast with the well-documented and oft-analysed American Irish community, a contrast that many linked with a lack of communal pride. Why, it was asked, do second-generation Irish so speedily forget their Irishness? Why does an American Kennedy exploit his Irish origins while a British Callaghan ignores his? The role of the Catholic schools in this phenomenon raised sharp disagreement; were they responsible for the rapid Anglicising of the migrants, or did they help preserve the distinctive identity of the Irish community?

John Jackson, with one of the few satisfactory studies of the Irish in Britain already to his credit, could add very little for the two decades since it

was written. But other speakers set out to fill parts of the gap that all felt. Roger Wells, Ray Kirby, Margaret Mulholland, Andy Shallace, all drawing on their own researches, were among the many who applied themselves to one dimension of the historical picture. They emphasised the revolutionary part played by leaders like John Doherty, who came from Donegal to create a trade union movement in Manchester, and they stressed the vigorous role of rank-and-file Irish in building a British working-class consciousness. There were others who explored the urban society of the Irish migrants, or their experience upon their travels. Margaret Owen made stunningly successful use of the very full documentary sources to describe the lost Irish

community that existed in nineteenth-century Fulham. Frances Finnegan brought massive scholarship to the study of the very different Irish community in York, though some at least feared that over-enthusiasm had influenced her findings. Yet others tackled more neutral topics; Sheridan Gilley's notable contribution dissected the function of the Catholic Church in the diaspora. Raphael Samuel contributed a vivid impressionistic sketch on a similar theme.

But throughout these studies of the past the present kept breaking rudely in. Some papers were of course directly concerned with that present, with Irish social mobility, Irish women among recent migrants, Irish thinkers—the most despised of the despised. But apart from these, it

became clear in almost every discussion how complex and how complete is the interrelation of the Irish past and the Irish present. The most detailed papers triggered modern parallels and comparisons, and almost anything served to rouse political passions. Since Irish politics are now so tragically with us in every morning headline and every evening bulletin, such concern must be expected; a lonely plea from the floor for more emphasis on Irish cultural contributions rather than Irish politics drew scant response. That the British attitude now, as so often before, lies behind much of Irish distress, was axiomatic for a very vocal group.

It seems tragic that these viewpoints perpetuate an outmoded Irish historiography. Mary Hickman, teaching in a London Catholic comprehensive, has analysed 'O' level textbooks and, not surprisingly, found them sadly wanting. But what concerned her more immediately was the neglect, though staff and children were overwhelmingly from Irish backgrounds, of the Irish history she herself had learned at grandmother's knee. The version of the Irish past now generally considered academically respectable is less colourful and perhaps more reliable than her grandmother's national school memories; but it was clearly that traditional model, emphasising the struggle of an oppressed Gaelic Catholic people against foreigners, that lay behind many of today's views. There was indeed articulate regret that in recent years the remote official pundits of Irish education have sought to de-nationalise and de-mythologise school history. In that respect at least some participants preferred to remain firmly conservative.

Educationalists ever since Matthew Arnold have been suggesting that Irish and English have much to gain from sharing cultures and traditions. Perhaps future workshops on Irish themes might look more kindly upon the possibilities of this approach to the future.

If not him, then who?

Lynne Truss on a question of authorship

"Definitely 90 per cent by Shakespeare" is a claim that the average Shakespeare commentator, imbued with scholarly caution, might hesitate to apply to some plays that are firmly established in the Shakespeare canon. Applied as it has recently been to the apocryphal *Book of Sir Thomas More* it certainly smacks of the sensational, but as a slogan for promoting the Poor Players' production of the play it is likely to have more effect than a more sober "147 lines generally considered to have been by Shakespeare".

A statement of what until last year could have been the only quotable reason for commending the play to our attention. The Poor Players, a Bristol-based student company, have taken advantage of recent interest in the authorship of the play to mount a production which can be seen at the Young Vic tonight and tomorrow (matinee and evening), and which will in August be performed in Stratford during the International Shakespeare Congress.

The renewed interest in the play is due to the as yet unpublished findings of Mr Thomas Morison who has applied computer techniques to the play's word patterns (the incidence of certain common words—"if", "and" etc.—in particular positions and in combinations) and has come to the conclusion that the whole text as we have it is the product of the same mind, and that that mind is Shakespeare's. As the manuscript is in several different handwritings no one before has ever seriously suggested even that the play had a single author. Let alone that the stage author was Shakespeare.

Rather, for over a hundred years discussion has centred on whether one particular scene, the best written in the play, could with reasonable confidence be attributed to him, thus providing the only known manuscript of his handwriting. The rest of the play, of inferior quality (though, as Tillyard says, of some charm) has been considered of inferior significance also.

Discussion of the play's authorship began when in 1871's *Notes and Queries* Richard Simpson wrote an article entitled "Are there any extant MSS in Shakespeare's handwriting?"

He attributed two sections of where he attributed two sections of *Sir Thomas More* to Shakespeare, Sir Thomas then the manuscript in the British Museum has been painstakingly scrutinized, and the consensus among modern critics is that a key scene in which More quells an alien insurrection was very probably contributed by Shakespeare, and that another section of 21 lines, a soliloquy by More on the nature of fortune, may have been dictated by Shakespeare to a scribe for inclusion in the text. Other hands have been identified as those of Thomas Munday, Dekker and Heywood.

The day, Dekker's explanation for how the manuscript came to its present state is that several playwrights collaborated on a first version of the play (around 1593-5), which was copied down by a single scribe. It was then submitted to the censor who marked changes and suggested deletions after which additions were made in five handwritings.

The play is a biographical one, sharing with its contemporaries *Sir Thomas More*, *Sir John Oldcastle* and *Thomas Lord Cromwell* an

episodic structure and a preoccupation with the inevitability of downfall from high office. The writers of *Sir Thomas More* have not attempted to portray any sense of their subject's character, his learning or his religious conviction. And, given that the cause of his downfall was his objection to the marriage that legitimized Elizabeth's claim to the throne, it is not surprising that they leave that issue equally obscure. Instead we are presented with More as a man of wit — "I am neither more nor less than mery Sir Thomas himself" — who mery Sir Thomas himself, jests with plays tricks on Erasmus, jests with criminals, takes part in a play, and puns, rather grossly, about his own execution. He is a man with a perpetual smile, who will not question the king's authority to condemn him, and who faces death with an equanimity amounting almost to simple-mindedness. The two scenes where Shakespeare's hand is thought to be present give the actor playing More his only opportunity to relax his facial muscles.

The "Shakespeare" scene is an important one that demands to be written well. A significant proportion of the first half of the play (dealing with More's rise) is concerned with his promotion to Lord Chancellor's dependent on the quality and efficacy of his speech; it clearly has to be a good one. It is also built up in advance.

He, back with other grane and sober men May by his gentle and perswasive speeches Perhaps procure more than we can with power and acclimated afterwards; Not steels, but eloquence hath wrought this good: You have redeemed me from much threatened blood.

The scene as we have it, rewritten by Hand D, is presumably a substantial improvement on the original attempt. More urges on the rabble the necessity of upholding authority and the inevitability of chaos should the natural order be overturned by violence (closely paralleling passages in *Troilus and Cressida* 1.3 and *Coriolanus* 1.1). He suggests to them that the outcome of their success would be the undermining of their own happiness.

Shock screen

Death "without the violence", slow, lingering, "unromantic", is not a first topic that springs to mind for a first topic (third or fourth form). But I reprobate third or fourth form. But I defy anyone to scoff at Nigel Towns' play *Taboo* performed at the Young Vic, VPTS Company in schools and at the Young Vic Studio. Based on Victor and Rosemary Zaza's book *A Way to Die*, it traces the course of cancer from the first telltale black spot, through the hushed white world of the hospital, to the pain, the guilt and the isolation and finally onto some sort of positive affirmation of life. It is a subject that can jar with lurid melodrama or cloy to the sound of those violins. In fact *Taboo* does neither.

The young cast and a brisk narrative style provide a kind of shock screen. One is left, somewhat detached, but in no way unfavourably by the issues raised, most notably the question of how the patient can possibly gain from a smoke-screen of medical reticence. "Cancer?" remarks a belligerent surgeon, "That is a word I never use."

Peter Fanning
Taboo will tour Scotland throughout June and spend two weeks at the Edinburgh Theatre Workshop before appearing at the Festival there. (David Christopher 031 2357942)

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Sutton Coldfield Girls' School, Jackey Road, Sutton Coldfield B73 8PT
(Tel: 021 364 1479) 728 on roll

Required for September: HEAD OF SCIENCE DEPARTMENT, Scale 4. (Biologist preferred but specialist in other disciplines considered). Strong department will be maintained at all levels including A, O and CSE. Opportunity for specialist and energetic teacher to lead department. There is a chance for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:—
Closing date for receipt of applications is 15th May 1981.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

HIGH/SECONDARY SCHOOLS
SCALE 3 POST

E.334 JOHN SMITHSON HIGH SCHOOL (No. on roll: 1,135; 11-18 years)
Sutton Coldfield, Leic. LE11 5AT
Head Teacher: Mr. G. B. Howe, M.C.
(Telephone: 021 364 1479)

Required for September 1981: well qualified and experienced teacher of MATHEMATICS to teach all year groups; the school syllabus reflects both traditional and modern approaches to Mathematics. The teacher will help to develop the school's reputation for excellence in Mathematics. Excellent facilities include a purpose built Sports Centre with adjacent all-weather games pitches.

SCALE 2 POSTS

E.357 CROSS GREEN SCHOOL (No. on roll: 1,035; 11-18 years)
Cross Green Lane, Leic. LE11 5AT
Head Teacher: Mr. O. Smith, B.A.
(Telephone: 021 364 1479)

Required for September 1981: TECHNICAL STUDIES teacher, preferably able to take charge of technical drawing within the department and/or to assist with lower school Mathematics.

N.W.38 LARWOOD SCHOOL (No. on roll: 1,256; 11-18 years)
Ring Road, West Park, Leic. LE11 5AT
Head Teacher: Mr. F. Pollard, M.A.
(Telephone: 021 364 1479)

Required for September 1981: teacher of CRAFT, DESIGN AND TECHNOLOGY in a department with excellent facilities. Developing courses in modern technology. Main initial commitment will be to Motor Vehicle Studies and general C.D.T. work.

SCALE 1 POST

E.336 WOODKIRK HIGH SCHOOL (No. on roll: 1,132; 11-18 years)
Rat Road, Thelby, Wakefield WF1 3JH
Head Teacher: Mr. M. G. Terry, B.A. M.D.
(Telephone: 01924 33399)

Required for September 1981: well qualified graduate teacher of MATHEMATICS to teach all year groups; the school syllabus reflects both traditional and modern approaches to Mathematics. The teacher will help to develop the school's reputation for excellence in Mathematics. Excellent facilities include a purpose built Sports Centre with adjacent all-weather games pitches.

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1981:
BRYN HARRIN COMPREHENSIVE SCHOOL FOR GIRLS (11-18) 12 Form Entry
Mathematics Scale 3
Experienced graduate to teach the subject throughout the school up to and including 'A' level.
Mathematics Scale 1 (One or two posts)
To share the teaching of mathematics throughout the school.
Mathematics Scale 1 (Part-time)
To teach the subject part-time (half-time) at 'O' and 'A' level. An ability to teach French would be an advantage. This is a temporary appointment for one year.

CARDIFF HIGH SCHOOL (11-18 Comprehensive) 8 Form Entry
Cardiff (General) Scale 3
Graduate to teach Integrated Science in Forms 1 and 2. Chemistry throughout the school including 'A' level and to assist in the development of General Science courses in Forms 4 and 5. Scale 2 post available for a suitable applicant.

HOWARDIAN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
Mathematics Scale 1
Applications are invited from qualified teachers of Mathematics. An interest in Computer Studies and a willingness to assist with Boys' or Girls' Games might be advantageous but are not essential. Further details on request.

LIANUNNY HIGH SCHOOL, Cardiff (11-18 Comprehensive) 7 Form Entry
Head of Mathematics Scale 4 + 8 PPA
Well experienced and qualified teacher to head a new department embracing the present Remedial Section and other Special Classes.

STANWELL COMPREHENSIVE SCHOOL, Penarth (11-18) 8 Form Entry
Head of Mathematics Scale 3
Well qualified and experienced teacher to be responsible for Remedial Education in Forms 1-4.

ST. TILDA'S CW HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
(Preference given to previously Anglican Communicants)
Mathematics Scale 1
Remedial Section: Remedial Teacher to teach for 12 hours per week.
Boys' P.E. Scale 1
Please state subsidiary teaching subjects.

BISHOP MANNON RC HIGH SCHOOL, Cardiff (11-18 Comprehensive) 4 Form Entry
Head of Mathematics Scale 4
(No advertisement)
An experienced Graduate to be responsible for the English Department and to teach the subject to 'A' level. Preference will be given to practising members of the Roman Catholic Church.

LADY MARY RC HIGH SCHOOL, Cardiff (11-18 Comprehensive) 8 Form Entry
English Education Scale 1
Head of English Education is required to teach the subject throughout the school to all levels up to CSE and O level.

Application forms may be obtained on receipt of a stamped addressed envelope from the undersigned, to whom completed forms should be returned within 10 days of the closing date of this advertisement.
F. A. Adams, Director of Education, Education Office, Kingway, Cardiff.
(Tel: 0222 222 222)

PARKFIELD COUNTY PRIMARY SCHOOL
Taunton (220)
For September 1981, scale 2 post. Enthusiastic teacher for middle-junior age class, able to develop Science and boys' craft, and willing to assist boys' physical activities. Modern building with good facilities. Application forms and further details (S.A.E.) available from the Head at the School.
Closing date: 11th May, 1981.

WESTFIELD SCHOOL, Yeovil
(11-18 mixed comprehensive, 900)
Required for September 1981:—
Teacher of HOME ECONOMICS and PE Scale 1. Good facilities and excellent traditions.
Apply by letter with curriculum vitae and names of two referees to the Head, Westfield School, Sibby Road, Yeovil, Somerset, from whom further particulars can be obtained by enclosing an S.A.E.

FROME COLLEGE
(13-18 mixed comprehensive, 1,463 and F.E. college combined on separate sites.)
For September, REMEDIAL TEACHER (Scale 1) to join fully flourishing department. The post is temporary for academic year 1981/82 with the possibility of becoming permanent. Energetic, enthusiastic person looked for, who could contribute to another part of College Curriculum (Science preferred).
Full applications by letter to Principal enclosing S.A.E. for job description and application form. Closing date: 11th May, 1981.

WHETSTONE SCHOOL, Shepton Mallet
(11-18 mixed comprehensive, 839)
For September:
Teacher for NEEDLEWORK Scale 1. Application form and details from the Head (S.A.E. please).
Closing Date: 16th May, 1981.

BUCKLER'S MEAD SCHOOL, Yeovil
(11-18 mixed comprehensive, 1400)
For September 1981, teacher of MUSIC, Scale 1. An interest in choral work and recorders is desirable. Application form and details (S.A.E.) from the Head at the school.
Closing date: 11th May, 1981.

MIDDLE SCHOOLS
DANESFIELD CE MIDDLE SCHOOL, Williton
(9-13 mixed, 476)
For September 1981, HEAD OF FIRST YEAR, scale 3. Teaching subjects: Mathematics, Science and Environment. The postholder is also the school's co-ordinator of Assemblies. Vacancy due to promotion. Application form and details (S.A.E.) from the Head at the school.
Closing date: 8th May, 1981.

FROME SELWOOD SCHOOL
(9-13 middle, 666)
For September 1981:
Experienced teacher required as Faculty Consultant and English and Language Development Scale 3.
Application forms and details (S.A.E.) from the Head of the School. Closing date: 8th May, 1981.

PRIMARY
WEARE CE VC FIRST SCHOOL, Nr. Axbridge
For September 1981, Specialist Teacher for the Hearing Impaired in a well established integrated unit. Scale 2, plus Special Class Allowance for a suitably qualified and experienced teacher. Application forms, returnable as soon as possible, and details (S.A.E.) from the Head at the school.

ST. MARY'S CE VC PRIMARY SCHOOL, Bridgwater (318)
For September 1981, TEACHER, scale 2. Mathematics throughout the school. Application forms and details (S.A.E.) from the Head at the School. Closing date: 11th May, 1981.

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DAY SCHOOLS

DAY SCHOOLS

Deputy Headship

NORTHMER DEPUTY HEAD at All Saints
Dingley Lane, Woodfield Avenue
Tel: 01-264 1636
Tel: 01-264 1617
Roll: 163
Required from 1 September 1981

and hold the Catholic Teachers' Convention.

Posts of Responsibility
11 WISHAM PRIMARY SCHOOL
 Required from September 1981 Per
 Teacher for Children with Behav-
 ior Difficulties. An experienced teacher
 required for a scale 2 post, to
 work in Division 7 (1 classroom). The

1st 23rd 202

(XOPI 241 ANDJAM&I)
 Pragnell Road, Grove Park, St 12th
 Tel: 01-857 2690
 Headmaster: F. C. Reus
 Required from September on entry
 class teacher. Sale 2 post. Im

Headmistress

KEVIN GRANT (HUSB. PT)
Kelsin Grove, Kirkdale, St.26
Tel: 04 409 1114
Roll: 190 - St P 1 25 25
Headmaster: Peter W. Fellowes
Required from September 1991 as
Primary teacher, Sale 2. To be
paid an off-the-university
Home School bursary. Please pho

Environmental Studies, 300
School, Suite 2, 1991, available.

Environmental Studies through school. Scale 2 post available. Initially by letter to the Headmaster.

CH 113 (R) (M)
Weymouth Road 13 5 11
Tel: 01 960 4250
Rd 247
Headmaster, St. Mary's
Returned from 1st Sept.
[emphatic Scale 1] to be
shown throughout the
semester.

1981 expanded regulation and
responsibilities for the

1981 experienced regular responsibilities in taking responsibility for the entire PI activities in the pharmaceutical school. An award was presented.

ST. MARY MAGDALENE RC
Hawson Road, Huddersley S14
Tel 01 692 5045
Roll 1827
Headmistress
Required from September
Experienced Infant Teacher

Roll 165

SUSAN LAWRENCE INFANT
60 della Street, Tampa, FL
Tel: (813) 458-9800
Roll 144 Camp 1 (AT)
Headmaster: Mrs. M. E. H.
Required from September 1
for curriculum development

EDUCATION

EDUCATION

SPECIAL SCHOOL

JOHN AIRD (PS)
Cribbs Road, W 12 W 11
Applications are invited for this day school for 132 sighted children which will open in September 1981. Birmingham Inner London Authority

CLAYMAN PARK (1931)

CLAPHAM PARK (PS)
127 Park Hill, SW9 9PA
Applications are invited for
1st day school for 29
eligible children which will
begin in September 1981. A high-
achieving London All-England
group of special school
children will take effect in
1981. Please send self-addressed
envelope for application form and
details to the Education Officer,
127 Park Hill, SW9 9PA. Closing
date for applications is 15th

required for September, a teacher of French to 'A' level and Spanish, if possible to 'O' level. Scale 2 for

ently qualified and experienced
candidate. All pupils follow a two
year foreign language course using
"Eclair" and "Claro" in the first
years. The successful candidate will
be expected to contribute to the
development of the Faculty resource
materials, from the basis of
courses in use, and to
This is a growing, mixed 11-18
comprehensive school, with 1,600
pupils (160 in the Sixth Form),
situated in a desirable area.
Letter of application, C.V., and
names of 2 referees to: Headmaster,
ter, on A606 as possible. 0653441

FRENCH SCALE 2. Name (German no advantage). Required September Scale 1. This is a 1000-hour Comprehensive School which has mainly purpose-built accommodation providing excellent facilities.

The faculty has been headed in a great deal of curriculum development work in the previous years and the post offers an excellent opportunity for an experienced, enthusiastic and energetic teacher to continue to lead a team of ten teachers in this important area of the curriculum. Courses are well established in CSE, 'A' and 'O' levels. The sixth form work is carried out in a separate unit with a separate staff and with other schools.

Applications, **emphatically** please, by letter **including**

statement about whether or not the recipient of a computerized message is a member.

- A full curriculum vitae, including the names, addresses and telephone numbers of 3 references, must accompany a letter of introduction. Letters are available - Telephone (904) 499-1000 ext. 60301, Intertec Systems, 2025 N.W. 10th Ave., Miami, FL 33134.

DEVON

TELECOMMUNICATIONS CORPORATION
 Exeter Road, Telecommunications Division
 Route 1154
 Exeter, New Hampshire 03824
 We are seeking a person capable & ready to relocate for 1981 for the full time position of Sales Representative in the U.S.A. & Canada. The ideal candidate will be a person with a minimum of 3 years of sales experience in the telecommunications industry. The position offers a competitive salary and benefits package. For consideration, please send your resume and references to:

DONCASTER

CATHERINE MADLEY R
MILKHAM,
Camley Lane, Doncaster, L
30F

**MODERN LANGUAGES
SCALE 3 POST.**

Required for September
as experienced Graduate in
at French to share in
teaching of French to A
and in the general organ
of the Language Departm

Application forms and
particulars (N.A.E.) please
circulate from the nearest
above address, to whom
all applications should be
forwarded on receipt of
£1/1/94.

DUDLEY
METROPOLITAN BOROUGH
THE SIX CLERKS
CLAUGHTON SCHOOL
Blowers Green Road,
West Midlands B74 4LJ

For September, GERK
collate with French
language to teach
A level and French
level. Scale
New entries welcomed.

Application forms
available from SAE
(readmitt. 19180)

EAST SUSSEX

BISHOP BELL SCHOOL
Priory Road, Bantworth,
17E.

(Comprehensive) 16, 18
(qualified for September

Teacher of Modern
German and
French and
German
Literature
at
University of
Cambridge
1919-22
1922-25
1925-28
1928-31
1931-34
1934-37
1937-40
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**Curriculum vitae to
inquirer immediately. 109.**

HOUNSLOW
LONDON BOROUGH OF
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton
Hounslow, TW2 6DN
HAYDON SCHOOL
Lampton Avenue, Hounslow
4EP
Head: Miss M. Conliffe
Telephone: 0181 837 91
Required for 9th September
Second in Languages

OF
SCHOOL
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Teacher required
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ENFIELD
LONDON BOROUGH OF
SALISBURY SCHOOL
New Mixed Comprehensive school
opening in September 1981 with
approximately 850 pupils.
Required for September 1981
HEAD OF DESIGN AND TECHNOLOGY DEPARTMENT, Scale
London Allowance, £498.
consideration given to assistance
removal, relocation costs, temporary
housing and two homes
wance.

Application forms and
tails (foolscap 542) obtainable
the Headmaster designate, c/o
a Mendeville School, Cuckoo N8
Lane, Edmonton, London N8 8
Closing date 12th May 1981.
(09420) 07

Send curriculum vitae and references to:
addresses of the referees and
S.A.E. to Head. (04777) 0

**NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT**
**LILLEY AND STONE UP
SCHOOL**
London Road, Newark, N
NG24 1TT

Headmistress: Miss M
Haining, M.A.

Mixed : 600 (14 - 18)

Applications are invited suitably qualified teachers for the following post. For September, suitably qualified and experienced teacher (Scale 1) of Craft, Design and Technology with overall responsibility for Metalwork, Woodwork, Technical Drawing and Textiles to C.S.E. and O.C.E.

Applications (no formal interviews), with names of two referees as soon as possible.

**Other Posts on
Scale 2 and above**

BARNET
LONDON BOROUGH
LONDON SCHOOL BUILT
117, CENTRE

COLLEGE PLACEMENT
 Golders Hill, Hendon, NW
 01-802 8004
 Mixed Comprehensive. Ro
 Sixth Form 180
 Required September 198
 tier if possible, qualified
 teacher - 14 days per
 assist with BUILDING
 COURSE where 4th and
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 level examinations. Know
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 Applications to Mr. S
 Building Curriculum C
 School, Golders Hill

WHITEFIELD SCHOOL
Claramont Road, Hendon
01-455 4114
Mixed Comprehensive. 15
Sixth Form 1961
Required for September 15
TECHNOLOGIST with
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BARNET
LONDON BOROUGH
ST. MARY'S C.E. SCH.
Downside, Hendon, NW
01-305 2827
V.A. Mixed Comprehens
780, Sixth Form 100
Required September
Qualified and enthusiastic

to join DESIGN AND
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Excellent facilities. See
Experienced candidates
appointment application
Invited.

In approved cases, may
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Application forms
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(S.A.E.) (08425)

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE
Blade Green Road, Bri
E.C. 2 1LX
Tel. BR 47831
Required for September
of Craft Design and
The position is a full
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**DUDLEY
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DUDLEY METROPOLITAN THE KINGSWIN
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For September,
CRAFT with
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of the post are available to the Secretary of the Governors. St. Nicholas, Essex. (09/02) 121-80

ABE MANOR SCHOOL

PASTORAL for details
special responsibility 121-80

Subject Classification

SCHOOL
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TESSCO

MASTER
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SCHOOL
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possible after 1st July 1991 plus Special School Allowance (£1,600 p.a. for a child with a severe physical handicap). However, schools nearby, and also the facilities available later in the year, for the purpose of Teaching Assistants will be considered. An application form, available from Bentley, Parnham, Sudbury, Suffolk, is available from the following:

METROPOLITAN BOROUGH OF
Rochdale
 An Equal Opportunity Employer
 EDUCATION DEPARTMENT

**EDUCATION
WELFARE OFFICER**

SW1 £5268/£5901 with progression to SW2 £5907/£7101 for persons holding the CQSW.

Applications are invited for this new post in the expanding Education Welfare Service of the Authority. In the interest of providing a professional service to clients, we would be interested in receiving applications from persons holding the CQSW and/or from persons experienced in working with immigrant communities as there is a significant immigrant population living within the Borough. Essential user car allowance payable. Assistance with removal expenses and housing accommodation may be available. Application forms and further details (quote Ref. E486) from Chief Personnel Officer, PO Box 88, Municipal Offices, Smith Street, Rochdale OL16 1XG. Tel: 47474 ext. 6621 to be received no later than 15th May 1981.

BRUNEL
 Applications are invited for the post of

Education Officer

TECHNICAL ENGLISH
 Up to £8000 TAX FREE

Honours degree, PGCE, TEFL qualification, minimum three years teaching experience and an interest in ESP essential. Overseas experience desirable. To teach CGU 847 to technical students, from Elementary to Intermediate (some advanced) RSA scale of achievement. Appointment is on contract to the Government of Brunel for a period of three years commencing as soon as possible. Preferred age 30-50. The salary includes Inducement pay and attracts a 25% terminal gratuity. A bonus of one month's basic salary for each year of service is also payable. An out-of-pocket allowance on first appointment, free air passages, subsidised housing, children's education allowances and holiday visit passages, generous paid leave and interest free car loan. For further particulars contact Recruitment Unit, TETOC, 19 Dacre Street, London SW1H 0DQ Tel: 222 8133. Ref: TES.

Tefoc

English Teachers

In your first 2 years, you can earn at least

£24,500 TAX-FREE

The continuing requirements of our Saudi Arabia Support Contract mean that a small number of male English Language Teachers will be needed in the second half of 1981 to join our staff at the King Faisal Air Academy at Riyadh. They will be responsible for teaching English to students and cadets of the Royal Saudi Air Force.

This is an opportunity for experienced and qualified men to earn high tax-free salaries as English Language Teachers.

... working in Saudi Arabia with **BRITISH AEROSPACE**

Applicants must be UK citizens whose mother tongue is English. They must be qualified teachers with three years' full-time experience of teaching English as a foreign language. Preference will be given to graduates with a degree in English and a post-graduate TEFL diploma or certificate of education, although we are prepared to consider less qualified candidates.

In addition to high tax-free salary, successful candidates will receive free accommodation, messing and medical care, and other benefits, including generous travel-paid UK leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept, FREEPOST, British Aerospace Aircraft Group, Warton Division, Warton Aerodrome, Preston, Lancs: PR4 1LA.

BRITISH AEROSPACE
 Unequalled in its range of opportunities

CAREERS OFFICER

Salary Grade AP 3/4 £5268-£6651

This Government-financed post arises from the high level of unemployment amongst young people in the area and the need to make available to them every possible opportunity such as those presented by the Youth Opportunities Programme. Post 'A' level and preferably graduate qualifications are sought together with either Careers Service or other relevant experience which indicates both initiative and ability to relate to young people and employers. Possession of the Diploma in Careers Guidance would be a significant advantage. It is anticipated that the post will attract casual car user allowance and/or loan facilities if required. Applicants should, therefore, be in possession of a full driving licence. The successful applicant will be required, soon after appointment, to attend special residential training lasting between one and four weeks as appropriate. Application forms available from the Chief Personnel Officer, Civic Centre, Millgate, Wigan Tel: Wigan 44991 ext. 43. Closing date 15th May 1981.

WIGAN

CAREERS OFFICER

SKEGNESS

AP3/4 £5268-£6651

Required at Skegness Careers Office to undertake the full range of vocational guidance duties. Applicants should preferably be qualified and/or experienced careers officers including those who have recently completed, or will be completing in July courses for the Diploma in Careers Guidance and must be able to drive.

A car allowance is payable and relocation expenses are reimbursable up to a maximum of £1044 excluding VAT in appropriate cases. Commencing salary dependent upon qualifications and experience. Minimum for qualified careers officers £5067.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln, LN1 1YL. Tel: Lincoln (0622) 24482 quote ED289. Closing date 15 May 1981.

Lincolnshire
 County Council

EDUCATION SERVICE

Education Officer (Further Education)

Salary: £13,422-£14,541 per annum inclusive. Candidates for this important and demanding post should be graduates or possess equivalent qualifications and have relevant teaching, administrative or other experience of a senior level.

Subject to Conditions, the Council offer 100 per cent removal expenses, and 50 per cent legal and other fees up to a maximum payment of £750 plus lodging allowance in appropriate cases.

Application forms and further details are available from the Chief Education Officer, Hadley House, 7200 Uxbridge Road, London W5 8SU. Telephone Number 01-579 2424 ext. 2814. The closing date for applications is 15 May 1981. (Ref. ED289).

Ealing

Buckinghamshire County Council

Assistant Education Officer

Beaconsfield/Chiltern Division

Salary: PO3/4 (£9576-£11,582 p.a.)

A new fourth tier post as No. 2 in the Divisional Education Office at Amersham. Candidates should be graduates with teaching and preferably administrative experience.

Professional Assistants

Salary: PO1/2 (£8379-£9861 p.a.)

Two posts are available owing to promotion, one full-time at Milton Keynes and the other based partly at Milton Keynes, mostly in the Schools Section of County Hall. These posts offer an ideal opportunity for a graduate teacher wishing to enter educational administration.

All three posts are vacant with effect from 1 September 1981. Essential car user allowance. 100% removal expenses, housing allowance and assistance with other expenses to a limit of £500 payable in approved cases.

Application forms and other particulars are available from the Chief Education Officer (Ref. G1), County Hall, Aylesbury, HP20 1UZ, on receipt of S.A.E. and to whom applications should be returned within 14 days of the appearance of this advertisement.

West Sussex

County Council

Adviser for Primary Education

Headteacher Group 9.

Salary: £13,506-£14,631

Applications are invited from well qualified candidates for the above post which will become vacant in September 1981. Leadership of a Primary School or equivalent experience is considered essential for this post. The present holder of the post has a responsibility for the whole age-range 5-12 years in half of the County and a special responsibility for the whole years throughout the County.

The post qualifies for a car user allowance. Application forms and further details are available from the Director of Education, County Hall, Chichester, West Sussex PO19 1RP; completed forms should be returned by 18th May 1981.

Metropolitan Borough of Rotherham

ED.18 Adviser for Compensatory and Special Education

Salary Scale: Burnham Group 8 £12,540-£13,860 p.a.

To work within the authority in developing a corporate approach to Compensatory, Remedial and Special Education for all age groups. To have general pastoral responsibility for the Special Schools and all Units catering for children with various learning difficulties.

Age 30-50. Must be qualified teacher with a wide experience in dealing with children with learning difficulties. Closing Date: 15 May 1981.

Applications by letter, giving full personal details and information on qualifications, experience and two references, together with the names and addresses of two referees, should be sent to the Director of Education, Education Office, Rawmarsh Road, Rotherham S60 1QT. B. W. Ellis, Director of Personnel Resources

LOCAL EDUCATION

continued

REKEX

SENIOR CAREERS OFFICER

Salary: £13,422-£14,541 p.a.

Applications are invited for this new post which will be based in the new £150 outer

suburb of the City of London. The post holder will be responsible for the careers service in the new suburb and will be responsible for the careers service in the new suburb and will be responsible for the careers service in the new suburb.

Applications should be sent to the Director of Education, City of London, 100 Abchurch Lane, London EC4N 3DF. Tel: 0705 234567.

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WEST MIDLANDS

DIRECTOR, MEP

WEST MIDLANDS REGIONAL MICRO-ELECTRONICS EDUCATION

Applications are invited for this new post which will be based in the new £150 outer

suburb of the City of London. The post holder will be responsible for the careers service in the new suburb and will be responsible for the careers service in the new suburb.

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